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ABSTRACT

Because good self-concept among children is closely linked to successful learning, an Australian school developed a school-wide program to raise children's self-esteem. The project focused on working with autistic children and a relay cycle and run between Perth and Adelaide. This paper details the process of developing and carrying out the project. The preface gives the background for the program. Topics covered in the body of the paper include: (1) the introduction of the relay in 1983; (2) planning; (3) sponsorship; (4) organization; (5) curriculum planning; (6) the cycle; (7) the run; (8) the grand finale; (9) outcomes; and (10) conclusion. Each step of the process, from the original idea for the program on, is covered in detail. Failures as well as successes are described. A bibliography is included, as well as appendices which cover the results from a self-concept inventory administered before and after the program. These results indicate substantial improvement in students' self-esteem. (IS)

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KIDS HELPING KIDS

WHAT THE EXPERTS SAY...

This book stands as a milestone in the general area of self-concept. It is the first published account in Australia of a whole -school approach to social development based on self-concept theory but is more than this. It is an account , in human terms, of one school's valiant and successful attempt to raise its own morale.

Through the media of a cycle/run from Adelaide to Perth, a story unfolds of courage, determination and comradeship which should serve as an example to us all. This book should be required reading to all schools interested in the personal development of their children.

Dr Denis Lawrence
Western Australian Colleges of Advanced Education
(Claremont Campus)

ABSTRACT: KIDS HELPING KIDS

Good self-concept of children is closely linked to successful learning. In 1984, a Perth school succeeded in raising the self-esteem of its students through a school wide programme. Outcomes included a cheque for over fifteen thousand dollars which was donated to charity, growth in physical fitness and enhanced student attitudes, behaviours and relationships. Kids Helping Kids describes the planning, difficulties, achievements and evaluation of this programme which included student initiated assemblies, guest speakers, an integrated curriculum focussed on the strengths of disabled children and a three thousand three hundred kilometre cycle and run by one hundred students. The book provides guidelines for schools interested in fund raising, pastoral care and self-concept projects.

NOTE OF THANKS

The authors express their appreciation to the administration, staff and students of Cyril Jackson Senior High School who gave freely of their time to make this book possible. Special thanks is extended to Janet Ristic, Deputy Principal, for her helpful advice and to Mrs R. Panegyres for the artwork on the cover.

This book was printed by year ten students of the print enterprise, a student run, profit making business, located at Cyril Jackson Senior High School. Typing was on an Apple II+ Computer running Wordstar.

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KIDS HELPING KIDS

BY

DON PUGH AND LOU THOMPSON

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Lou Thompson, M.A. (Hons), Dip Teach., Lecturer with the West Australian Colleges of Advanced Education, Churchlands Campus, served as a social development consultant for Project '84. Lou's role has been to provide explanations and comments on the project's theoretical, philosophical and psychological basis.

The authors hope that their report of Cyril Jackson Senior High School's social development programme will provide readers with a clearer understanding of the complexities related to social development and will foster a sense of direction for social development programmes in other schools. The authors are available to organise talks or inservice for school staffs on themes of self-concept, school development and the Cyril Jackson Senior High School experience. This book is available from the authors for $6.95. Their addresses are:

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A half hour VHS videotape made by media students of Cyril Jackson Senior High School on the school's social development project is available from:

The Librarian
Cyril Jackson Senior High School
53 Reid Street
Bassendean, WA 6054

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PREFACE

Effects of Poor Self-Concept

"A new teacher faced a class of thirty 'basic level' students in a large metropolitan co-educational high school. These students had experienced continual academic failure. The school had determined that the teacher's job was to provide them with a programme that would prepare them for early entry into the work force.

Franklin!! I'll never forget my first encounter with this student. Staff had whispered his reputation. Franklin was the local villain. He was the champion street fighter of his neighbourhood. Everyone in the community knew that he had eight court appearances and the local shop keepers had introduced special security measures to combat the Franklin menace. As early as year two his school reports showed that his school performance was hopeless, his attitude negative and his manner aggressive and threatening. His previous year's teacher had indicated that his working brief for Franklin had simply been to 'keep him out of trouble.'

Following fifteen minutes of the standard class introductions a boy sitting alone at the back of the room called out! 'Hey, Sir!' (Ah, so this is the notorious Franklin). 'I want to tell you something. I hate school. I hate every teacher I've ever had and I don't like you. Don't ask me to do any writing or maths. I've smoked since I was nine and I smoke thirty a day now. So that I don't get suspended, I smoke in the dunny. When I leave the room that's where I'm going'.

Rules for this student had been clearly defined. In a few brief moments of dialogue Franklin had established his working conditions. For the next six weeks schooling proceeded along the lines prescribed by Franklin and the classroom teaching progressed smoothly. The remainder of the class all but ignored Franklin in going about their daily tasks. Then, one Wednesday evening at prime viewing time, footage was shown on television of a South Vietnamese soldier shooting a Vietcong prisoner. The next day the kids arrived, bubbling over. They wanted to discuss this incident. For two hours they shared the experience, and the atrocities of the war. The discussion completed the students were asked to write down their thoughts on war and peace. A voice from the back called out.

'Hey Sir!' 'It's okay, Franklin, you don't have to write anything'. 'No Sir! But can I draw you something?'

For the next two hours Franklin worked at his drawing. The finished pencilled sketch was an excellent, communicative piece of work. He had burned the edges of his drawing with a cigarette. Franklin's explanation:

'War is just the result of someone brainwashing the people. What comes out of this brainwashing is something lethal. The first people affected by this are the innocent people. Today, the result will be nuclear warfare.'

Why did he burn the edges?

'Well, it doesn't matter where you live. Everyone gets their fingers

FRANKLIN'S SKETCH OF WARFARE

burnt by war.'

This effort was hardly the work of an unintelligent person. Not only did it indicate a special artistic talent but a mature, perceptive reasoning ability. For the next two years I tried to convince Franklin that he had abilities, a strength that he should develop and indeed follow up in the vocational world. He could not be convinced.

'Sir, I am dumb. I'm leaving school the day I turn fifteen.'

Franklin left on the day that he turned fifteen and got a labouring job in a nearby bakery. A year later Franklin, sporting a powerful new motorbike, approached me after school in the staff car park.

'Hey Sir! See, I told you I'd get one. And tonight I join the Sharks'.

The Sharks were a local bikie group. That night Franklin underwent the Shark's initiation ceremony. He drank half a dozen bottles of beer and set out to do his 'ton' along the highway. He hit the ton and then hit a parked milk truck. Franklin died three years later from the injuries he received.

What an unnecessary waste. The story of Franklin is a story of a person who had lots of negative thoughts about himself. He wasn't aware of his real strengths. He believed he was dumb and school wasn't for him. Franklin thought that the only way people would recognise him was by acting tough. Franklin died because of a disturbed, insecure and incomplete self-concept."

On hearing this story, the class of year nine students were exhilarated. Babble filled the air as thirty students spoke at once. "What a story! His artwork was good, don't you think." The talk given by Lou Thompson, a consultant with an interest in facilitating programmes for improving self-concept, had really impressed these students.

Lou went on to tell his attentive audience of students about Project '84. This was a programme to challenge them, and all the students of Cyril Jackson Senior High School to prove their worth and in doing so to improve their self-concept, their relations with others and their academic performance. Cyril Jackson Senior High School's social development programme represented a coordinated approach by a whole staff and its community to avoid such a sad waste of human potential as was represented in the tragic Franklin story.

CHAPTER ONE: THE INTRODUCTION OF THE RELAY RUN

1.1 The School Context

Cyril Jackson Senior High School is situated in Bassendean, a light industrial suburb of Perth, Western Australia near the historic town of Guildford. The area is characterised by both large warehouses and small industries.

A school survey in February, 1984 indicated nearly a fifteen percent unemployment rate amongst the fathers most of whom were of working class background. A quarter of the students came from one parent families. Three quarters of the students' parents were immigrants from European countries.

Some of the students at Cyril Jackson Senior High School were believed to be underachieving in comparison with some of the other State schools which serviced affluent neighbourhoods. Furthermore, surveys had indicated that these students, in particular, possessed poor self-concept.

1.2 Building Self-Esteem

Teachers at Cyril Jackson Senior High School undertook a programme to reestablish the self-concept of the student body. For students to gain self-esteem, experiences obtained at the school demonstrated that the students must be exposed to opportunities for success and recognition in the curriculum. For the non-academic students, other ways must be found for them to contribute meaningfully to the school. Furthermore, these students required public recognition and the respect of those they like for their positive actions.

The problem of providing an avenue for building self-esteem in a traditional school such as Cyril Jackson Senior High School was a difficult one. Constraints faced by the teachers included large classes which were grouped by age, subject and ability, fixed timetables, limited resources and a narrow system of evaluation. Under these circumstances, it was difficult to find ways to provide the communication, friendly interaction and mutual respect required for social development. Teachers simply did not have the opportunities to place their non-academic students in situations where they could demonstrate their strengths and gain recognition for their successes.

Good self-concept, sound communications and relationships with others commenced with classroom teachers and classroom processes. However, the constraints were such that additional school wide supports were vital. Students needed to be removed from their familiar situations and exposed to challenges which would require them to take responsibility, solve real life problems and to work together both to explore their abilities and to achieve their goals. It was found to be easier when those challenges involved the parents, the teachers and the students away from the traditional school setting.

The model used by Cyril Jackson Senior High School commenced with surveying

the staff, the students and their parents in July, 1982, to discover their perceived needs. From these needs, a school-wide theme was determined and specific objectives for a number of self-concept projects were written. This theme was worked into the curriculum of all subject areas and referred to throughout the school year by all the teachers. The parents and the students were involved in the organisation of the theme, and in working out those day by day steps by which the objectives could be implemented. The process had led to a commitment by all the staff to facilitate development of the overall student body's self-concept.

1.3 Project '84: An Overview

In October, 1983, the staff and some parents at Cyril Jackson Senior High School were receptive to Dr. Denis Lawrence and Mr. Lou Thompson from the West Australian Colleges of Advanced Education when they proposed an innovative social development project. The theoretical basis for the social development plan was the need to reduce the gap between the students' views of their ideal selves and their actual self-image. Research studies had indicated that capitalizing on students' successes in the non-academic as well as the academic areas would improve their self-esteem and their academic performance. Teachers would improve their acceptance of students, their communications, their sense of empathy and their appearance of genuineness. The ultimate outcome was to be a more effective education system.

The theme of the social development programme at Cyril Jackson Senior High School in 1984 became 'Kids Helping Kids', incorporating a process for the raising of funds to help the disabled. This theme was connected with a developing pride in the name 'Cyril Jackson Senior High School' and the cry, 'We can do it!'

In planning the project, all the staff committed themselves to integrate some social development themes in their year's programmes related to the project's aims. The culmination of the programme was the organisation of a relay cycle and run. Parents and students as well as teachers would be involved in the four organising committees, these being Running, Curriculum, Media and Community Involvement.

In the second term of 1984, the training for the cycle and run sections of Project '84, as the venture was called, was well underway. Over eighty students completed the rigorous requirements of the progressive ten week programme to demonstrate the required levels of fitness. The remainder of the student body was encouraged to involve themselves in actively sponsoring the cyclists and runners.

The work of the curriculum committee moved through an 'awareness of disabled people' phase in first term to 'direct involvement' with autistic children in second term. Classes discussed films, listened to guest speakers and then, in some cases, had the opportunity to have autistic children in their classrooms. This experience provided a basis for the theme 'Kids Helping Kids'.

As a result of sponsorship of the students who undertook a three thousand

three hundred kilometre relay, the school succeeded in raising over fifteen thousand dollars beyond its expenses. In a well publicized finale these funds were donated to charity to assist children with handicaps. The documented change in self-concept which resulted from the relay and associated fund raising has led to substantial and beneficial changes in the students' behaviours around the school.

1.4 Introducing the Concept

Thursday, October 20th, 1983, was an unusually hot day. The sun in a cloudless sky drove the temperature to an unseasonable thirty four degrees Celsius. Classes were dismissed at two thirty to allow a staff meeting.

This meeting was given unusual status. In a departure from custom, all of Cyril Jackson's feeder primary schools had been notified and were invited to send their staffs or staff representatives. Parents had also been invited and thirty parents were there. One primary school's entire staff had arrived while all feeder schools were represented. Janet Ristic, the deputy principal, had gone personally to each school to issue invitations and this contact had made the difference between poor and good attendance.

The first speaker, introduced by the president of the Staff Association, Rod Evans, was Dr. Denis Lawrence, a psychology lecturer. Dr. Lawrence was well known for his research into the relationship of self-concept and the remediation of reading.

1.5 The Nature of Self-Concept

"Over the last ten years", he stated, "I have undertaken research into the importance of self-esteem in students and I have been especially interested in the effect of its enhancement upon their behaviour." He continued by noting that the lack of self-esteem manifested itself in two types of behaviour. "The classic characteristics", he stated, "of the child with low self-esteem are timidity, shyness, and withdrawn behaviour.

The other type of behaviour, shows itself in aggressiveness. The teacher's natural reaction to this type of action," Dr. Lawrence stated, "is that the student needs to be put in his place. Yet, in a different way, such behaviour is as much a sign of low self-esteem as withdrawn behaviour."

Dr. Lawrence went on to explain that Eysenck (1959) had shown that people may be classified from introverts to extroverts. Eysenck found that, when frustrated, they move towards the opposite ends of the spectrum by becoming more timid or more aggressive.

"Self-concept," Dr. Lawrence affirmed, "is a complex issue. There are more than one thousand terms in common usage for self-concept." Dr. Lawrence quoted Michael Argyle (1961) who defined 'self-concept' as the sum total of a person's psychological and physical characteristics and their evaluation of them. This definition referred to global self-concept. Global self-

concept was found to be split into three parts: self-image, ideal self and self-esteem. Dr. Lawrence explained:

"Self-image is the idea that one gets of oneself from others, from one's friends, family and school. It refers to the perception one has of oneself as a person both mentally and physically. Self-image is created by the way that people reacted to others either through their acceptance or their rejection. Our ideal self is a vision of socially acceptable ways or behaviours such as being clean, polite and tidy. It referred to the physical things one should be able to do and those mental things which should be mastered such as reading and arithmetic."

At any point, Dr. Lawrence suggested, "there is a discrepancy between self-image and the ideal self. Students move in their normal development from their present position towards their aspirations. Students have problems and become depressed when they stop progressing towards the ideal. When students find that they cannot do the things that they should be striving towards, then they are 'at risk'. Students may become worried and anxious because of the pressure on them to reach the ideal. They begin to feel that there is something wrong with them and they blame themselves. They may feel guilty about the sort of people they are. Consequently, when presented with similar types of tasks, they naturally avoid them by withdrawal or aggressive behaviour. In this way they avoid the humiliation caused by failing.

The other extreme is the situation where insufficient pressure is put on students outside the school environment. There is insufficient anxiety to reach the ideal. These students are non-achieving but possess good self-esteem because they are unaware of their inadequacies."

Dr. Lawrence listed some characteristics of self-concept.

"It is formed through the experiences of the children. It is a motivator and determines largely what people do. Students feel insecure in situations which do not fit their perception of themselves. It is resistant to quick change. Carl Rogers (1961) reported that people cling to their handicaps for safety and familiarity. They change gradually."

Dr. Lawrence suggested that the self-concept of students should be enhanced because those children with higher self-concept have higher attainment. "Research writings," he said, "have shown a consistent positive correlation between the level of self-esteem and academic achievement at all levels. Teachers being in the business of academic achievement must look at the emotional side of children."

"We can do this," the speaker recommended, "by firstly, examining ourselves and our attitudes." He added that researcher, Robert Burns (1961) has demonstrated correlation between the self-esteem of teachers and their students. Teachers with low self-esteem have students with low self-esteem. The converse is also true. In essence, teachers are the models, which students reflect over time.

"Psychologists," Dr. Lawrence said, "have suggested that it is not the techniques which are important but rather the quality of the relationships between the teachers and the students. For the establishment of good

relationships three qualities are crucial. These are acceptance, genuineness and empathy.

Carl Rogers has explained that teachers must totally accept the student although teachers may reject a specific behaviour. Students must operate within a framework which provides for their self-regard and self-respect. Students' self-esteem must not be reduced during a disciplinary action. Rather, the students must be separated from their behaviours. The behaviours must be criticised rather than the child.

Genuineness refers to being sincere. Teachers should be perceived as real people with hobbies and interests with which students may identify. Robert Burns has found that teachers who are unable to establish a rapport tend to teach more formally. They attempt to keep their authority, a good control measure, but not a good way to improve student self-esteem. Being genuine means being natural, spontaneous, and being genuinely interested in the students. It means reviewing the teacher's own self-concept to discover why a teacher can or cannot make relationships easily and spontaneously. Often teachers hide behind a mask, and fear to risk their personality because they fear that they will lose self-respect and the respect of others.

The third quality, empathy must be communicated to students so that they know that the teacher really understands what it feels like to be them. It means listening to the students' feelings in an understanding way and reflecting back an understanding of their upsets. Punishing or ridiculing the students submerges the behaviours temporarily without changing the behaviours or solving the problems.

After explaining the meaning of self-concept, Dr. Lawrence rapidly reached the central theme of his message to the staff. "Self-concept is not something which you can improve with a book on strategies," he stressed. "Rather, it depends on the quality of the relationship developed between the teacher and his students. A good relationship may only be developed by teachers examining their own attitudes on how they perceive and relate to their students." Dr. Lawrence went on to demonstrate that educational research had indicated that teachers who focused on improving their students' self-concept succeeded in improving their students' behaviours and academic performance in the process.

1.6 The West Leederville Run

The second speaker, Mr. Louis Thompson, was known to several staff for his efforts, in 1983, in organising a run for West Leederville Primary School students from Kalgoorlie to Perth, a distance of about seven hundred kilometres.

"Perhaps", he began, "the number of schools we've recently visited to talk on self-concept is an indication of the need in this area. A project at West Leederville Primary School in 1983, provides a model which can be expanded. I'm glad the principal is sitting right at the back of this room because when he hears of the challenge I'll offer this school, he may throw something."

Lou continued. "In early 1983, Don Lee, the principal of West Leederville Primary School, asked for assistance. He wished to help the school to improve the behaviour of some students who were having difficulty in getting on with each other. Following some informal visits and a self-concept inventory, some important need areas were revealed. These included the physical assertion of authority by a few students in the play ground. Students lived for the present and sought immediate satisfaction of wants. For instance, the behaviour was exemplified by a student's comment: 'If he calls me a boong, I'll fix him right now.'"

Lou explained that the students saw their teachers as neutral figures but were opposed to school as an institution. Consequently, vandalism was a problem. Students had compartmentalised themselves, held limited aspirations and were afraid to go beyond their circumscribed boundaries.

Lou added that the difficulty with the term self-concept was its vagueness. "It's hard to explain to students how to like oneself or how to get on with others. The teacher needs a concrete model or reference point with which students can identify. They need to realize that their words have influence and can hurt. They need to see that we've strengths as well as weaknesses. The West Leederville teachers needed this concrete model for their students."

Lou explained how this model was achieved. "At an assembly, Ron Anderson, a blind marathon runner was introduced. He was to provide the students with their model demonstrating that even handicapped people have strengths. The school decided that a few handicapped children who had obvious strengths and weaknesses should be introduced into their classes. Two weeks after the Anderson visit, the students were asked if they would like to meet autistic children, bizarre kids with some strange behaviours. They wouldn't communicate. Some would scream out, or wet their pants, or flap their arms, and run in circles. Students were asked to welcome these unusual guests for two hours once a week."

"Normally," Lou said, "teacher aides accompany autistic children at all times. However, the West Leederville children related so well to the autistic kids, that these aides could leave for coffee and lunch. The experiment was successful."

"This situation," he said, "was used as a referral point by all the West Leederville teachers. In a playground fracas teachers, for instance, would say 'You can communicate well with autistic children. Why can't you get along with each other?' Autistic children represented a model for these students to refer back to and to think about. With the commitment and hard work of the West Leederville teachers," Lou said, "their students gradually became less self-centred and less concerned over their immediate wants.

However, the limited vision of the students caused the staff to try to 'pull the school out of its tiny shoe box'. The school would try something beyond the aspirations of the students, to show that something which seemed impossible could, in fact, be made possible. In effect, these students could be part of a dream made to come true. The staff felt that by doing such an activity once, the students would later in life have the confidence in themselves to try a seemingly impossible task again. They

would have expanded ambitions and aspirations. It was also hoped that some immediate effects would be a better awareness of their friends' needs, greater ease with their own feelings, recognition of the strengths and weaknesses of others and respect for the rights of others.

The idea that the staff adopted was to have their children run the seven hundred kilometres of mostly dry, flat farmland between Kalgoorlie and Perth. The purpose of the run was to expand the children's horizons and to draw some public attention to their friends, the autistic children.

The first reaction to the idea of the run was that it was impossible, that they couldn't do it. The authorities said, 'It's impossible. Don't do it'. The parents, many from Southern Europe said, 'You aren't taking my daughter all the way up to Kalgoorlie to sleep in a tent in the scrub. Oh no! It's not on.'

The staff listed all the objections, and one by one solved them. The school ran the distance and enabled the Autistic Society to raise a large sum of money. For one glorious hour, people in the school were set on a pedestal. It was the only time that a West Australian school appeared on all three Perth television stations during the prime news period for a positive event. For an hour, the staff and students knew what it was like to make the impossible become possible."

"Yet," Lou warned, "the project's long term outcomes were less successful. Parents were concerned over unrealized promises for changes of behaviour in their children. Many of the old behaviours came back. Some behaviours simply didn't change. The four key instigators of conflict were also good runners and went to Kalgoorlie. It was expected that at least on the run, they would show an awareness of others. Yet they broke out of their billets the first night. At Northam, they threatened to jump into the flooded Avon River unless they were granted their way. The new bus was damaged.

On Friday night, after the run, an autistic child became lost. In the morning, one of the problem students appeared at Mr. Thompson's room still in his Kalgoorlie tracksuit, crying: 'I've looked everywhere all night and I still can't find him.' Here was a genuine example of one kid caring for another."

"What I've learned from the run," Lou asserted, "is that self-concept is about you and your relationships with your students. It's about getting on together. Theory suggests that all the students need a concrete model to show them how to make their relationships work. The process is slow. Perhaps, the teachers expected too much, too quickly. There are many years of conditioning that the students have to come to terms with."

"A school," Lou asserted, "must start with an event which 'grabs kids by the scruff of the neck' and excites them. Students have to be seen as important. They have to feel that they have done something impossible. It has to be a real experience, achieving recognised success. Otherwise, unless teachers are careful they will produce some unhappy adults. In 1986, ten children from the average year ten classroom statistically will be unemployed. If your students have difficulty in getting on with each other now, how will they get on with hours and hours of free time when they

are frustrated and in poverty."

1.7 Challenge and Response

Lou Thompson completed his address with a challenge. "I am quite keen and I have the organisational knowledge to get one hundred children to run from Sydney to Perth."

The audience laughed. Yet the address stirred considerable staff discussion. "Was it worth it?" elicited from Lou a firm "Yes, it was, absolutely." A question on whether the West Leederville run was really a failure led to a testimonial by another teacher on the value of the project in making at least one student she knew from that school a better person. "The run," Lou stated, "did not achieve the set objectives, but perhaps these were too unrealistic".

Refreshments followed, permitting an informal chat about Lou's proposal to assist Cyril Jackson Senior High School with a similar project. One group consisting of sports minded staff members seriously discussed the proposal. "Do you think we could do it?" one member asked. Lou joined this group to answer some questions and to elaborate on the Sydney to Perth proposed run. "There won't be any fund raising to fly the students to Sydney or to pay for the run." Lou emphasized. "I'll handle the sponsorship and all school costs will be paid by the sponsors. Your role will be to train the students and to carry out the run."

Lou's enthusiasm was infectious. Janet Ristic, the deputy principal, indicated her administrative support. A submission for partial funding could be submitted to the Commonwealth Participation and Equity Programme whose deadline was October 26, one week later. Following discussions, these teachers indicated their enthusiasm for the idea and their willingness to serve on a 'run' planning committee.

The following day the idea was discussed with the principal, Mr Harry Bennett. Recalling that Friday, Harry stated: "I was supportive of the idea from the start. Our students lead fairly uneventful, quiet existences. I'm a great believer in the role of the school in making memories. These are memories of challenges faced by the students and overcome. Such memories remain with those students for the remainder of their lives. An event such as a run would stay vivid in those students' minds long after they've forgotten everything else about the school."

Consequently, Mr. Bennett consulted by telephone with the Director General of Education to gain an initial reaction. As the reaction was favourable, the members of the run group placed the idea to the entire staff for a vote of approval on Monday, October 24th. A quick vote at the morning tea break indicated unanimous staff support for an investigation into the possibility that the school could carry out the run.

On Wednesday, a Participation and Equity submission entitled a "Social Development Programme." was drafted by the Deputy Principal, Janet Ristic. It was apparent that this initiative was important in motivating the staff members to investigate the project further since it indicated administrat-

ive approval and support.

This submission sought funding to employ Lou Thompson on a part time basis for the first term, 1984 as a consultant to the school to assist the Cyril Jackson's staff in developing a classroom climate conducive for social development. The second part of the programme was for some support for the Sydney to Perth run for one hundred students to raise money for the Autistic Association. The third component of the submission sought funding to permit autistic children to visit the school.

Following the completion of the Participation and Equity Programme (P.E.P.) submission, Lou Thompson was invited to the school for the entire day of Thursday, the 10th November, 1983. The schedule was a heavy one for him, involving talks with the administration, the senior staff, and those members who were interested in the run.

Addressing Mr. Harry Bennett, the principal, and the two deputy principals, Lou Thompson briefly outlined the outcomes which he felt Cyril Jackson Senior High School should achieve from the programme and run. "This project", he stated, "will bring together the Cyril Jackson community to achieve a common goal. Everyone would have tasks and a part to play. The project would," he said, "be the basis for ongoing projects on which the school could build." Using an analogy, Lou stressed that the project would be an umbrella, providing a reference point around which teachers could refer in their programmes. Lou stated, "students would develop belief in themselves, in their ability to attempt and succeed in a feat which, at first, had seemed utterly impossible."

1.8 Introduction of the Concept to Senior Staff

Addressing the Senior Masters, Lou went on to say: "Teachers know more than ever before about the content of their subjects. However, society is unhappy that many students aren't making the most of their opportunities. Socially, many students are unable to take full advantage of their schooling experience. Often, students lack confidence in themselves and in their abilities. They perceive their schooling as being unpleasant. If students are confident and happy with themselves socially, they'll relate better to their teachers. They'll enjoy school, learn more and perform better academically."

Lou suggested some guidelines for the run. All costs would be covered by the sponsors who would use their name in connection with the run. Students could contribute a small amount towards costs as part of their social development. Fund raising would be undertaken by an outside organisation, rather than the school. All media coverage would be handled by the Principal who would ensure that the students would not be exploited for commercial gain. A management committee with both school and community representatives was necessary to provide the final approval for all decisions.

Lou outlined his role in the project. He would be involved "boots and all" through being in the school one day a week. He sought official school recognition for his involvement but did not want media recognition,

which he felt would deprive the school of necessary recognition for its efforts. He would provide a theoretical base and would offer direction and a rationale for the staff and the students in assemblies, camps, classes and small groups. He would also act as a consultant for staff in modifying and integrating their curriculum based on the running experience.

"The run is the culmination," Lou stated. "The curriculum aspects of the programme must be ongoing from week one. A humanistic programme which involves every teacher and every subject is essential for social development. Teachers must reinforce the social model which stressed concern about the needs of others. Teachers must work together to establish a common attitude that regardless of differences, Cyril Jackson's students could work together in harmony as a team to achieve a common goal which would benefit others. These themes would have to be a part of every lesson to focus attention, week by week, on the school's goals. As a result, students would learn that they'd make the impossible, possible by cooperation."

The senior staff's attitudes at this initial meeting were supportive. However, some questions following Lou's address to the Senior Staff indicated some concerns to be resolved. These included: the role of year twelve students in the run and a possible conflict with their study, ways of coping with the disinterested students, the role of staff who were already committed outside of the school, and possible conflict of the timetabling of the run with work experience, exams and other timetabled activities. Senior staff asked that Lou address the Staff Association meeting planned for the following Thursday, the 17th November.

1.9 Obtaining Staff Commitment

The room was crowded and twenty parents attended the regular staff meeting of November 17th. The noise of conversation died quickly as Rod Evans, the Staff Association's president, introduced Mr. Bennett who announced:

"On November 24th, Dr. Vickery, (the Director General) will be informed whether we wish to proceed with the programme and about any special needs that we'd require for the project. The one month relay is a wonderful opportunity for the students. However, it's a large logistic exercise and a big time commitment for the teachers. Spin-offs from the project will include the involvement of the students and the staff together and increased community participation in the school."

Following Harry's address, Lou Thompson spoke. "The last time I spoke to you was as an entertainer with a project, a long way from here. Now I'm talking about a project involving you. I know you can complete this self-concept venture!"

1.10 The Theoretical Basis for Social Development

The staff were informed that the proposed project possessed a theoretical basis. Social development was a complex, individualized process which many

students could find difficult to comprehend. Thus Cyril Jackson's social development programme was to be based around an experiential approach which emphasized activities that encouraged discovery learning.

Secondly, there was the need for a theme for the students to use as a source of reference. For Cyril Jackson Senior High School, the relay run and involvement with handicapped children could be chosen as a theme for referral by the students for their clarification and direction.

Thirdly, the students needed to work initially within the boundaries of self-awareness. Subsequent emphasis would be directed at interpersonal relationships and finally towards the role of the 'self' in the community. Lou explained ways in which staff could support the programme.

"The run would provide a basis for illustrating the correct social behaviours for disruptive students. The project would act as an umbrella to promote interest in subject themes related to the disabled, care for others, and running. The atmosphere created by the project would permit increased staff involvement with the community. Finally, teachers could become involved on committees." Lou stressed, however, that the actual run would not, in any way, cut into school time. "There is no need for you to abandon any of your present programmes. Rather, academic performance should increase from the improvement in your students' self-esteem and the encompassing atmosphere."

Teachers were vociferous in their questioning. "What'll we do as a follow up for 1985?" was one major concern. Lou explained that another run was ludicrous. However, the school's atmosphere and the established social development model could be used as the basis for other types of projects. "Using the kids' belief in themselves and their pride," he suggested, "it might be possible, for instance, to involve them in construction of a camp for autistic children near Keysbrook, about fifty kilometres from Perth."

"The run is only one phase of a longer project" another teacher remarked. "There must be a follow up." Lou agreed and noted that a follow up must be the responsibility of the school.

At this point a show of hands unanimously demonstrated support to go ahead. Mr. Bennett announced that it was essential to know the students' opinions prior to approaching the Director General on November 24th. He indicated that a favourable reaction had been demonstrated by the school's parents at the Parents and Citizens meeting on Tuesday, November 15th.

Decisions from the staff meeting included setting a date, Monday, November 21st, to inform the student council and student representatives of the staff's approval for the project. Students would not be asked to vote on the project at that time. Rather, they would be asked to discuss the run in more detail with their form representatives and amongst themselves. On November 24th, they would vote in form rooms on whether to adopt the project. This would provide the students with an opportunity to examine the project and to discuss it with their parents.

The feelings of the staff were mixed at the conclusion of the meeting. "It was a bit like circling a wagon train and shooting arrows," the staff chairman exclaimed. "A lot of questions were raised." For many staff

this meeting represented their first exposure to the philosophy behind the run. They really did not have a clear idea of what the project would involve throughout the year. "It was like being hit with a hammer," one staff member commented. "I'm still fuzzy as to what's happening."

Parents were asked to leave their names prior to their departure and a promise was made to organise meetings after school hours so fathers could attend. Following the meeting, well after four p.m., fifteen teachers remained talking in small groups. "It's not the usual occurrence after staff meetings," Janet observed. "We didn't provide them with refreshments this time, to encourage them, either!"

ADELAIDE - PERTH VIA SOUTH WEST

CYRIL JACKSON CYCLE & RUN

CHAPTER TWO PLANNING

2.1 Obtaining Student Commitment

At one p.m. on November 21st, the students' representatives from years eight to twelve met together for the first official announcement of Project '84. Twenty five students were present, quietly eating their lunches and listening attentively.

Addressing the students, Janet praised them for their willingness to take leadership responsibilities and to work on committees throughout the year. "Because of your position in the school," she stated, "you should be involved from the start. The purpose of the project isn't only to involve students in a run, but also to have students become better at working with each other and at getting on in groups, to look at the needs of others, and to develop relationships with disabled people."

Cathy Reynolds, a House Leader, continued the address by stressing that the project would help the students to learn about themselves and to learn to help others. Boys and girls from each year would be selected on the basis of their commitment to training and their willingness to perform academically, socially and athletically. Everyone would be capable of doing the run, because it was a relay. "The run isn't," Cathy warned, "an excuse to get out of lessons or to avoid the normal programme."

The entire school body met following the representatives' meeting. In a ten minute assembly, Mr. Bennett informed the students of the staff's consent, for a whole new programme to improve staff, community and student relationships. Students were asked to talk with their house representatives, students council and form representatives in order to obtain more information. Students were told that they would vote on whether to support the plan on November 24th so that the principal could inform the Director General of the school's intentions.

2.2 The Role of the Disabled

In November, 1983, Project '84's management plan called for the teachers to work together in subject departments on curriculum development related to social development. Lou Thompson was invited to address each subject department's staff. All the Cyril Jackson Senior High School's staff indicated their interest in Project '84 in spite of an anticipated transfer of ten staff. Lou's addresses to each subject staff focused mainly on the characteristics of autistic children, their integration into Cyril Jackson Senior High School and some of the benefits to be obtained from the experience.

The student body at Cyril Jackson would be prepared by Lou Thompson for the arrival of some autistic children through talks and films. Lou reported: "These autistic children are an essential ingredient in our social programme. Firstly, for students with low self-esteem and at the bottom of the 'pecking order', these autistic people provide readily visible examples of

people who are worse off than they. There's a tendency to feel that 'I'm not so bad after all.' It encourages the students to change their old attitudes represented by the feelings that 'it's a dog eat dog' world. 'Anything goes because I'm at the bottom of the heap.'"

"Students will begin to feel", Lou told the staff, "that they do have many attributes going for them such as their health and their ability to communicate. Secondly, Cyril Jackson's students should learn the idea of committing themselves to the completion of a difficult task in order to achieve a goal. The culmination of the school's efforts could be the satisfaction gained by everyone participating together in a ceremony to offer a large cheque to the Autistic Association." Lou added that the run, as a focus for raising funds and for increasing community awareness of autism, should provide an opportunity for every student to participate. This participation could take a variety of forms.

Firstly, Lou suggested, contact with some autistic children in the school grounds outside class would provide many natural opportunities to be friendly and to develop relationships. Secondly, the school's students could serve on committees with teachers and parents to organise and to promote the run. Through this process, Lou said, valuable committee processes and decision making skills could be picked up by the students in a real life situation. Thirdly, teachers would use the presence of autistic people and the run in their classroom teachings. Students could be given regular opportunities to think about and to discuss the situation. Themes such as 'helping' and 'tolerance for others' could be considered. Fourthly, during the four weeks of the run itself, Lou promised, there would be many opportunities for direct student involvement in learning-type activities supporting the Autistic Association.

Students could promote the run by designing a logo, by screen printing t-shirts, and perhaps by manufacturing an item for the Autistic Association. Other activities, Lou thought, could include monitoring of the accounts, calculating logistics of the run, manning telephones, catering for the participants and pursuing media activities. A sixth of the school, Lou noted, would be in the run itself. All the students and members of the local community could participate in the grand finale.

2.3 Curriculum Integration

Another focus of Project '84 was the opportunity to study topics in every subject related to the school's theme and where possible to integrate some curriculum topics. "We cannot take it for granted," Lou suggested, "that kids will get maximum value from the run alone. We must start as soon as possible to look at our curriculum. Classroom teachers," Lou warned, "must reinforce the social development aspects from their subject bases."

Lou explained that numerous opportunities would be generated in the normal course of teaching to refer to the themes of social development, and the disabled. Ideas should also emerge from the running of other exciting projects.

Following Lou's addresses, the teachers favoured the idea of using autistic

children and the run as a focus for curriculum development. Teachers suggested numerous curriculum ideas which they would develop in their 1984 programmes. These included such ideas as serving early morning breakfasts for the runners, measuring and monitoring of fitness, writing newsletters, accounting, constructing posters, interviewing, filming and so on.

2.4 Teachers' Concerns

Concerns of the teachers fell into several categories as indicated by their questioning during the subject meetings. The majority of questions were information seeking in nature. Many were concerned whether the school could actually carry out the Project. "Can the run really be done from Sydney to Perth or do we have a tiger by the tail?" Some questions focussed on 'how, when and who' would select staff and students for participation in the run. Perhaps the most common questions were, "How and when will we select the runners?" "How do we involve students who aren't selected?" Anxiety was expressed over the costs of the run and the mechanics for obtaining sponsorship. The staff wanted to know the full costs of the run and the school's commitment towards raising this money.

Concerns over the organisational structure were also apparent. These included the numbers, duties, selection and structure of management committees, methods for the selection of a coordinator, and methods for the selection and the involvement of all the students. Teachers wanted to know the name of the coordinator of the project. If the administration coordinated the project, teachers worried that the run might be a fait accompli. Would staff, they asked, be involved democratically and have their decisions respected? Teachers felt that there must be a project coordinator elected by staff with at least one day a week free to work on the project.

A second area of anxiety was the school's involvement with autistic children. Questions focussed on reasons for choosing autistic children, their characteristics and the ways by which they would be introduced and integrated into the school. Community involvement represented another focal point for many questions. The teachers wanted to know how the local community could be involved and their specific roles in the project and in the school. A fourth area of contention related to the effects of Project '84 on the school's present programmes and curriculum. Questions related to perceived interruptions to and effects on the teachers' current programmes and on their existing commitments. Finally, teachers were anxious over the attitudes of the Education Department. Did the Director General and Superintendents support the project through verbal approval and provision of extra staffing?

The numbers and types of questions asked by teachers during these subject discussions did indicate some staff anxiety over the implications of Project '84. It was apparent that some staff felt that they lacked sufficient information concerning the Project and its specific implications for them.

2.5 Planning and Organization

The planning process for Project '84 was outlined on the staff notice board under the heading, "Understanding Our Own and the Needs of Others". The staff was notified that December 8th was to be a critical date for teachers in the organising of Project '84. Then, the staff would vote on their wishes to become involved with the Autistic Society, would elect a Project '84 Coordinator, and would indicate their support for various Project interest groups. The run group, for instance, would handle the mechanics of organising the run, support and backup, health and fitness training prior to the tour and excursions and entertainment. Another, the media group was to handle media communications and publicity. A third group would look at community involvement and would examine some means to involve the parents and other community members. The curriculum group would recommend various ways that social development opportunities could be integrated into the school's subjects.

On the Friday before the staff meeting of Monday, December 8th, two staff members, Peter Panegyres, Senior Master of the Physical Education Department and Leon Rumford, a science teacher, accepted nominations for the position of Project '84 coordinator.

2.6 Difficulties and Approval

Both Peter and Leon then withdrew their names as nominees for the position of coordinator. They were concerned over the apparent lack of Education Department support. Peter subsequently reaccepted his nomination and was elected by acclamation on the basis that he would be replaced one day a week by a relief teacher to enable him to coordinate the overall programme.

The December 8th staff meeting was opened by Rod Evans who requested that the teachers select the charity to be involved with Project '84. With three absentions and two negative votes, the staff voted overwhelmingly to support the Autistic Society and to accept Autistic children within the school. Teachers were invited to suggest their areas of interest for 1984. Relative interest in the different groups was apparent in these numbers: Curriculum with six members under Colin Pratt, Media with seven members under Rod Evans, Run Committee with eighteen members under Leon Rumford, and the Community Committee with three members under Reggie Moran.

These chairpeople with Project '84 Director, Peter Panegyres and the administration formed the Management Committee. The meeting concluded with an address by the Principal, Mr. Bennett, who outlined a timetable and a probable route for the run and who suggested the possibility of teacher release for the Project '84 Coordinator from teaching duties for a day a week.

2.7 Conclusion

It was hard for the teachers to believe that Project '84 had emerged only

three months before the end of term on December 15th. Staff had become involved in a major project to alter school's curriculum, to involve the school's community in its affairs and to improve the students' self-esteem.

At Cyril Jackson Senior High School, the excitement by the staff over Project '84 was infectious. Most of the staff room's discussion focussed on the pros and cons of the Project, proposed logistics of the run, curriculum alterations, autistic children and community involvement. Groups met frequently during lunch-hours or after school. December 8th, with the appointment of a staff coordinator and the establishment of interest groups, marked the completion of planning for 1983. The exhausted staff welcomed their holidays.

BLIND MARATHON RUNNER RON ANDERSON BEING INTRODUCED AT STUDENT ASSEMBLY

CHAPTER THREE SPONSORSHIP

3.1 The Media

In early 1984, the account of the problems of obtaining commercial sponsorship for the run was initially one of frustration, disappointment and continual effort.

Cyril Jackson's teachers were superb educators. "We weren't experienced businessmen or professional fund raisers," the Deputy Principal remarked. "We were naive and unsophisticated in dealing with the business world and this would be true of most school staffs generally." The organisers were busy classroom teachers who faced all the normal problems of practising teachers; heavy teaching loads, shortage of time, lesson preparations and frequent marking commitments. Furthermore, the organisers did not have the techniques to resolve issues quickly.

The fund raising story began with Lou's promise to the staff that fund raising would be unnecessary. Lou committed himself to handling this aspect of the project. "Staff," he swore, "would only undertake the organisation of the run. All financing of the project would be handled by the sponsors who would be eager and willing to benefit from the advertising. These sponsors would be found by the television station from the businesses who supported Telethon." Consequently, in early December, Lou Thompson had visited a television network and met with the Telethon manager and other Telethon officials. At that meeting Lou had presented the concept of a Sydney to Perth relay run by the school in the same format as the West Leederville Primary School's run from Kalgoorlie to Perth filmed by the television network during the preceding year. This run, of course, was larger in scope, involved more students and was considerably more expensive than the 1983 project.

Lou told the school that "the staff at the television station were enthusiastic concerning the idea and indicated that they could probably find a sponsor." As a result of this meeting, Lou was confident that the station would locate the sponsors to finance the costs associated with undertaking the Cyril Jackson Senior High School's run. The Autistic Society, he thought, would undertake the fund raising associated with the sponsorship of the runners to permit a donation by the school to Telethon. The only commitment that Cyril Jackson's staff and students would undertake, was the actual mechanics and the performance of the run. As a result of Lou's meeting with the personnel of the local television network in December, the school's staff were confident that the project would be supported and would proceed as planned in 1984.

The Principal, Mr. Harry Bennett had been concerned since December, however, over finalising the details of the extent of the support to be provided by the television network. A week before Christmas, after classes had recessed, a meeting was organised by Mr. Bennett between a Telethon administrator, Peter Dean, himself, and Janet Ristic.

The offer of support by the media appeared tentative in this meeting. They requested further information from the school including "the tin tacks",

hard financial data such as a detailed cost accounting. The school was informed that these figures, required by mid-March, were essential for approaching sponsors.

In an early February meeting Harry, Janet and Peter met with the executives of Telethon. The television network again indicated its wish to obtain the full costs for the run but expressed its confidence in finding sponsors. It now seemed that the television network's personnel shared much of the enthusiasm for the project that was felt by the school.

3.2 Commencement of School

The first staff meeting underplayed Project '84 and the run. This approach had been agreed upon at a management committee meeting held in late December. That meeting had decided to let the school get underway for two weeks without disruptions. This period was always difficult with constant enrolments, numerous timetabling adjustments and the settling in of the new classes and teachers. Avoidance of discussion would also prevent the new staff from feeling threatened by the possibility of an extra workload or the unknown demands of the proposal. Consequently, virtually no information was presented at this time to the general staff. Discussions which did occur were with individual teachers with specific roles to play in Project '84. The new teachers were introduced by a lunch hour meeting to the project on February 28th. This meeting focussed on the curriculum aspects of Project '84.

Negotiations with the media were unknown to most of the staff. But all was not well. The first management committee meeting of the 27th February was troubled by the lack of definite support being offered to the school for the run. However, the teachers' attitudes were positive with reports from the media and curriculum committees indicating that planning processes and the social development aspects of Project '84 were proceeding.

Mr. Bennett was requested by the run committee to ascertain the degree of support by the army and to reapproach the media for further information on sponsorship. At this time, Mr. Bennett approached the Army seeking use of their equipment for crossing the Nullarbor Plain. Difficulties with obtaining supplies of camping equipment, provisions and water made army support crucial for this difficult section of the run. Mr. Bennett's report to staff indicated that interest had been expressed by the minister associated with the armed forces in helping with Project '84 as part of the army's training programme.

By mid-March, Leon Rumford, the run coordinator, wanted to know definitely whether sponsors had been found to provide all the necessary funds and running equipment. Teachers were expecting sponsors to come into the school to equip students with running shoes and clothes to create a cohesive school image. In return, sponsors would put their names on the students' T Shirts. It was assumed that if some sponsors could not be found by Easter then the run section of Project '84 would be terminated. It was felt that there would be insufficient time to involve parents and to train the students later in the year.

Plans to call a large Community Meeting by the Community Committee coordinator, Reggie Moran, were postponed because of a growing anxiety over the uncertain future of the project. Consequently some of the initial parental enthusiasm aroused in late 1983 was dissipated.

3.3 Near Collapse

The media had not yet contacted the school by late February. Urgent phone calls by Lou Thompson to the television station indicated their concern over the high expenses of the run. They had not been able to find a sponsor willing to meet the school's costs. A subsequent phone call indicated that the media would not accept the Cyril Jackson Senior High School's Project '84 in its present form due to its expense. At this time the school was notified by the army that the run was incompatible with its training aims and that no support could be offered. The school was faced with the enormity of the task of crossing the Nullarbor on foot.

It was at this time that the committee coordinators and administration really became concerned. It appeared that the run concept would fail. The sense of despondency in the school was tangible.

Janet Ristic, recalling that moment, made this analysis. "For us, it was a huge, exciting and tremendously important undertaking. The television network's enthusiasm had been spontaneous when they first heard about it and we had seen what had happened with the run from Kalgoorlie. We thought that the same would happen with ours although on a larger scale. The project was perceived by us as a tremendous event, the first of its kind being undertaken in Australia. But we got the project out of perspective in its importance to the television network. They had so many projects going that this seemed only one of a million. We were naive to have thought they'd give us top priority when, in fact, we were only one of their many activities. We should have realised that we were low priority in the station's planning. They were primarily a business company with business priorities."

Lou and Peter felt incredibly frustrated by the media's apparent rejection of the project. Planning for the run had reached a road block. Without the support of the television network it seemed that that there was little possibility of finding sponsors to meet the expenses. Now, into March, the staff and the students were ready to organise and to begin training. Committee organisers began to question whether the project was possible and enthusiasm cooled noticeably.

Colin Pratt, the chairman of the curriculum committee, recalled: "There was a general uncertainty amongst the teachers as to the prospects for the run. Teachers didn't like the uncertainty when they had so many other demanding tasks to do. They liked clearly cut choices. They had enough work in their classrooms and anything extra in their own time had to be clearly defined if they were going to do it. Because the run was uncertain the staff tended to react by saying that they wouldn't participate. They were still open to suggestions but steered clear of getting involved or putting in work until they knew for certain that the project was definite."

Once again, a meeting was organised between the television network and the organisers. At this meeting the Telethon officials indicated that they were concerned about the focus of any project which wished to raise funds for one organisation only. Operating costs must also be drastically reduced. Then, perhaps they would re-examine their position in respect to the programme.

The consequence was hasty discussions within the school. Would the staff broaden the run to favour all disabled people and cut back on costs or would they abandon the project? The original concept of a relay run from Sydney to Perth seemed impossible. Leon, the run coordinator, felt that he had fulfilled the brief that the staff had given him as coordinator of the Sydney to Perth relay. Consequently, he put forward his resignation in a professional manner designed to reduce resentment. The staff accepted the resignation. At a subsequent meeting of the run committee, when it was revealed that the media could not find a sponsor, the members decided to terminate the Project. At this point, nearly everyone felt that the relay run concept had collapsed.

At an extraordinary staff meeting at the end of first term, Lawrie Schlueter, a key house leader and always a positive influence on the staff, strongly challenged the teachers to stay behind the project. "In very few staffs could such a project be possible," he stated. "We all got behind this project by unanimous vote. There are many teachers here with terrific contributions to make. Let's see what we can do." Lawrie's speech raised morale.

3.4 Reorganisation

The run committee decided to continue under Lawrie's leadership as run coordinator. In a quickly held general meeting before the first term holiday, Peter, as Project '84 Coordinator, reported Lawrie's willingness to coordinate the run committee. A show of hands indicated the staff's desire to continue.

During the fortnight between Easter and the first term's May holidays, some anxiety was caused by conflicting ideas between the principal and the Project '84 coordinator on the reorganisation of the run. The conflict was handled by asking all staff members to put forward their ideas for reorganisation. Mr. Bennett, the school principal, proposed the idea of one hundred students running from Perth in a circular route to Perth via the South West during the holidays. Peter suggested that twenty students cycle from Adelaide to Norseman, a small gold mining community. The staff felt that the run alone was not as adventurous as the cycle ride. However, the run was feasible through the South West with its rugged scenery and the regularly spaced schools for accommodation. The two projects were combined to include the cycle from Adelaide and the run through the South West.

Peter Panegyres now revamped part of Project '84. Twenty six staff and students would fly to Adelaide and cycle from Adelaide to Norseman. To permit participation by a greater number of students, a second group of sixty students would be involved in a run from Norseman around the South West of Western Australia by way of Esperance and Albany to Perth. This

group would use the school's buses and local classrooms for accommodation to reduce costs. The cost of these twin projects was ten thousand dollars. The proposal was well liked by staff and seemed possible within the limited time available to organise the event. The reduced costs improved the probability of acceptance of the project by the television station and the possibility of locating sponsors.

3.5 Fund Raising

At this point Lou Thompson made an unexpected announcement. The television station wished to know the amount of the donation which it could expect for Telethon from the school in response to its expensive media promotion of the cycle and the run. This contrasted with the school's initial impression concerning its responsibilities for fund raising.

Peter's job as the overall Project '84 co-ordinator was becoming complex. Not only was he responsible for supervising the mechanics of the run, but also he would be involved in finding both the sponsors to finance the relay and the donation for Telethon. Furthermore, he had to motivate the staff and to enthuse the students without really knowing whether the project was going ahead. Fortunately, the curriculum aspects of Project '84 were succeeding under the competent leadership of the Curriculum Committee's Coordinator, Colin Pratt. Colin challenged Peter to continue with the comment that "all other aspects of Project '84 are really working."

But Peter and the school had not planned to undertake these weighty responsibilities. At this time less dedicated individuals would have gladly abandoned the run concept. However, as coordinator, Peter was truly convinced of the benefits of the project for the students. Janet recalls:

"It was at this time that I saw a real change in Peter. He had been elected by the staff, given some recognition in terms of planning time, and had discussed it with his supportive physical education teachers. He saw it as integral to his role in the school. It seemed that the set-backs and the difficulties only made him more determined to fight as hard as possible for its success. He fought all the way to make the run aspect of the plan work. The administration didn't have this fight or the time or the skills to continue. It would have died here but for Peter."

If matters were to proceed, a search for a sponsor would have to be undertaken by the school to obtain funds to operate the relay. This task was not being undertaken, as the school had expected, by the television station. Peter Panegyres and Lou Thompson worked closely together to find these sponsors and their dedication did not falter. Peter wondered at his own commitment. "Although it would have been realistic at this time to have terminated the run, I was angry and, in April, I decided to find the sponsors myself. Originally I wouldn't have taken on the project unless I had thought that all this would be done for us. The project would simply have looked too large. I commenced making numerous phone calls and appointments to locate a sponsor. I made it clear to all the staff that they would not be involved in looking for a sponsor and that the normal school programme would not be interrupted."

BEST COPY AVAILABLE

At the commencement of the windy and rainy second term, the staff learned that Lawrie Schlueter had resigned as the run coordinator for personal reasons. Peter immediately called another meeting of the run committee at lunchtime. The meeting was well attended. All the fifteen staff members of this committee were obviously still committed to the project.

They accepted Peter's proposal to coordinate the cycle section himself as well as remaining the overall Project '84 coordinator. Alan Hunt, a manual arts teacher, agreed to handle Stage B, the run from Norseman through the South West to Perth during the two weeks of the second term vacation in September. Within a day of the meeting Alan had presented a paper on the coordination of Stage B. Other committee members nominated themselves to undertake well defined tasks including the training for the cycling and the running, the entertainment, the catering and the transport arrangements.

Equally positive developments continued to occur with the curriculum and media committees while plans went ahead to involve the school's parents. As far as the teachers were concerned, the project was progressing in spite of the lack of sponsorship to finance the venture.

3.6 Search for Sponsors

To obtain a sponsor, Peter approached Ansett Airways and presented his proposal of a run. Initially, Ansett would not be involved because they had felt that the costs of a run from Sydney to Perth were prohibitive. Peter returned to Ansett Airlines to seek sponsorship for the new proposal. The state sales manager for Ansett was interested in Peter's alternative scheme, the cycling from Adelaide to Norseman. He made a verbal promise of twenty five thousand dollars to support this plan but in a follow up letter reduced this amount to five thousand dollars, to be provided through the provision of a free flight from Perth to Adelaide for the twenty six cyclists.

The Ansett experience was an indication, Peter felt, that skill must be developed by educators in detecting the differences between an initial sponsor's enthusiasm and the harsh realities of the business world. What businesses said and what they actually did were perhaps two entirely different events.

The experience of negotiating with sponsors directly was a new experience for Peter and Lou. They quickly found that businesses wanted to know exactly what they could expect from financing the school's cycle and run. Verbal promises of television promotion were unacceptable. The businesses wished to know precisely, in writing, the nature and the extent of the recognition which they would receive from the television network for their commitment to Project '84.

It was only at the beginning of June, six months after the first approaches, that Peter managed to extract from the television network, a letter stating the exact terms of their promotion. The media promised to provide lead up publicity on the News about the school's contribution to Telethon. Specifically, the television network promised to produce two, thirty second commercials and to provide twenty thousand dollars worth of

exposure for these commercials. These commercials would provide the background of the project, a description of the cycle and the run and information that Cyril Jackson Senior High School was requesting financial support for Telethon. The theme would be "Kids Helping Kids". Logos and names of the sponsoring companies would scroll across the bottom of the commercial.

3.7 Yet Another Setback

At this time, a further set back occurred following a meeting between the principal, Harry Bennett, Janet Ristic and the television network. The school had planned to undertake a community 'phone around' to seek funds for Telethon. The school found itself responsible for the installation fee of twenty phones in the school at a cost of around two thousand dollars and the cost of making thirty thousand calls at about five thousand dollars.

Doubts concerning the size of these expenses were confirmed when the Autistic Society's fund raising executive let the school know that a phone around probably would not be profitable. Their experience had shown that telephoning was being overly used for fund raising. The school would have to try some other means to raise money for Telethon. During this crisis, Peter's leadership abilities were once again apparent. Peter presented pertinent details to the staff at each crisis point in a positive way. Janet Ristic, the Deputy Principal said:

"He was skilled in his presentation of information. His experience as a football coach came into play and was illustrated in his methods. He would realistically explain the problems, then explain positively how the problems could be solved, thus rekindling team spirit. He didn't at any stage let the staff see the problems in a negative light. He always put forward the successes and the positive aspects of the programme but didn't underplay the difficulties. These were presented as a challenge but fears were minimised by taking on the work load himself."

The majority of the staff were well protected from these difficulties since Peter handled the problems. The staff did wonder, however, why the relay didn't progress. In March, the reaction of the staff to Peter's coordination was positive. Only the members of the run committee suffered the agonies of doubt concerning the project's viability. By early June, however, the teachers were despondent concerning the project's chances of success. Peter was so committed that some staff members felt that he was beginning to lose touch with the general mood.

At a committee meeting called to raise the question of cancelling the Project in the first week of June, the committee members pointed out that only ten weeks remained to train the students. Peter was adamant that the project should continue and suggested that the staff's opinion could be ignored. He felt that as long as the committee was willing, the cycle and run could go ahead. "We're the important ones doing the work," he emphasised. "The rest of the staff would give their support as details were sorted out." As one staff member commented: "Peter was like a bulldog. He had got his teeth into the project and simply wouldn't let go."

The Stage B run committee was not fully convinced. A small group wanted the psychological support that resulted from knowing that the whole staff was behind the project and approved of the committee's efforts. A member stated that "they'd go on but they felt that they lacked support. It was like dragging an iron ball around and you wondered why you bothered. What was the point of carrying on, if this support wasn't there." Alan asked the committee to seek a general staff vote to see if there was still commitment for the run section.

3.8 Sponsorship Growth

In the meantime, following his success in obtaining free air transport from Ansett Airways, Peter and Lou approached other sponsors. The future of the project seemed brighter, now they possessed the details of the free advertising being made available to sponsors of the cycle and run by the television station. Budget-Rent-Car promised a Tarago utility van. The Rural & Industries (R & I) Bank agreed to donate five thousand dollars in cash and to underwrite a loan of five thousand dollars which would be recouped by the school through fund raising.

However, by June 14th, only eight weeks from the date of the proposed cycle and run, planning time had run out for the school to explain the ways that it would raise some funds for a donation to Telethon. At this last minute the television network itself came to the school's rescue. Upon request by the Network, the Jesus People, an organisation dedicated to helping youth with problems, undertook to raise funds for Telethon on behalf of the school. Speaking at a staff meeting, Jeff Hopp, organiser and fund raiser for the Jesus People, explained:

"Our goal is to get all seven hundred students involved in helping others. The whole school will feel themselves to be a part of the plan of caring for others in the community. There won't be an elite group of runners since all the students will support the Project and will contribute. We'll provide the students with sponsor cards to be used in conjunction with the media campaign three weeks before the run. With twenty thousand dollars of media coverage the public will know about the run. Consequently, sponsorship will be easier for the students to obtain. Incentive prizes will help to generate student enthusiasm towards fulfilling the common goals. Form class time could be used to discuss progress and strategies in fund raising. Our experience with the fun runs in other schools has been that they're highly successful."

The Jesus People promised to telephone some six hundred businesses to seek business sponsorship of the cyclists and runners at one cent per kilometre or thirty three dollar grants per business. These procedures could raise between fifteen thousand to twenty thousand dollars to be donated by the school to Telethon. The Jesus People would be one of the groups to receive Telethon funds.

Although it appeared that Cyril Jackson Senior High School had overcome its last obstacle, Coordinator Peter Panegyres was sombre in his summary to the staff. "I'll go ahead with one proviso. The staff must support us by backing the sponsorship plan. This means that teachers must actively

encourage their students to obtain sponsors to support our cyclists and runners. The staff must be willing to put up with some inconvenience by taking some extra classes and some increased workload. The staff must also involve some parents in fund raising to offset the five thousand dollar guarantee to the Rural and Industries Bank. Students will pay forty dollars to participate in the run to offset some expense. Do you support this Project?"

The vote was positive. Following the tally of a secret ballot, forty of the forty eight teachers indicated their support. The general approval of teachers was evident for the work undertaken by the committee members. Project '84 was to go ahead.

By mid-July, the sponsorship momentum was growing. The major sponsors were assured. Fortunately, a number of minor sponsors were also participating. Gordonson's Bicycles, for instance, guaranteed six, ten speed bicycles for Stage A with safety helmets and spare parts. Watsonia promised some meat supplies. Westrail offered free transport for the school bus to Adelaide. A local chemist provided necessary medical supplies and running shoe liners. Peters Icecream undertook to donate and to deliver all the food supplies needed for Stage B to shops in the country towns along the route. Consequently, food for the run could be picked up from local merchants free of charge.

Parents of the Parents and Citizens (P & C) Association, coordinated by Mrs. Barbara Bartley, were approaching local businesses with a brochure and a sponsor sheet. These were being returned to the school with donations from two to two hundred dollars. All donations were handled by the R & I Bank, and personal thank you letters with Telethon's tax deductible receipts were sent out by the students from the Business Studies Department. By mid-August, some two thousand dollars had been raised by the P. & C. towards the school's operating expenses and towards repaying the five thousand dollar R & I loan.

Preparations for a school junkathon were finalised by the Parents and Citizens Council with high expectations that this project would be a success. Held on August 12th, this function raised an additional two thousand dollars towards repaying the school debt.

The only regret expressed by Peter was his desire for two additional months to complete the organisation. However, by August 9th, Peter said candidly: "I'm happy with the final result of the sponsorship. We've all the vehicles, the equipment and the finance that we need. It looks as if there'll be no difficulty in repaying the Rural and Industries Bank."

CHAPTER FOUR RELAY ORGANISATION

4.1 Travel Arrangements

Obtaining sponsorship had been a frustrating task. But this was a small part of the organisational effort required by the school. The teachers were handicapped by the shortage of available time to complete a myriad of tasks. These included planning and organising the accommodation and the logistics for food and equipment. Media coverage was required. Students needed to be selected and trained. The project required the enthusiastic involvement of all students and their parents to raise funds for Telethon, to pay back the school's loan and to accomplish the aims of the social development project.

On July 7th, Peter Panegyres and Noel Moyes, the camp organiser for Stage A, were supported by one week's relief from classes by the Education Department to fly to Adelaide to complete the final arrangements. Arriving in Adelaide, Sunday night at five p.m., courtesy of a free flight by Ansett Airways, Peter and Noel found their personal presence in Adelaide invaluable for organising support. "Too often people wouldn't take us seriously and would put us off by being inaccessible, until we personally arrived on their door step," Noel reported. "For instance, without a personal visit, we weren't able to contact the relevant police officials or to organise publicity through Channel Ten. When we visited personally we were seen as being genuine and could finalise the details easily."

For Peter the trip was a relief from the continuous hard work he had undertaken. Laughing jovially, he commented: "I had to keep kicking myself to remind myself that I wasn't on a holiday. The change was as good as a holiday!" Organisational details included discussions with the Deputy Director of Education in South Australia to arrange three days of accommodation for the cyclists at Campbelltown Senior High School in Adelaide. Discussion with a public relations official in the South Australian Premier's Department led to the finalisation of a media covered send off by the Premier for one p.m. on August 28th from the Parliament Buildings. Arrangements were also made for tours by the cyclists through some of the vineyards of the Barossa Valley.

Peter and Noel drove back to Perth, in a car loaned free of charge by Budget Rent a Car. On the way they checked the proposed camping sites. Arriving in Perth, Peter confirmed local television and newspaper coverage for a final combined run and cycle by participants from Bassendean Oval to the school. The television station also asserted that its media coverage would begin on August 13th.

Two weeks later, Peter Panegyres left Perth with Maths teacher and recreational organiser, Dave Hoskins, for a three day tour of the South West. Visiting the schools along the route to confirm accommodation arrangements, Peter also contacted local police and dropped off Telethon tins at selected Rural and Industries Banks for the collection of funds. Arrangements were made with the Golden West Television network for their televised coverage along the route. Excursions were also arranged.

4.2 The Training Programme

4.2.1 Stage A: Cyclist Training

Matt Reynolds, a Science teacher, volunteered to undertake the cyclist training programme. "I was excited by the concept from the afternoon that Lou spoke," Matt said. "I volunteered for the run committee but its atmosphere in first term was negative." When the new cycle committee was formed, Matt, who had some bicycle riding experience, offered Peter his services. Matt commenced the student training programme for Stage A, the cycle from Adelaide to Norseman, ten weeks before the cycle event. Forty five students, dazzled by the idea of a flight to Adelaide, volunteered to commence training. To find serious students, Matt initiated eight a.m. runs at the school three mornings a week.

Matt provided his students with a home training guide. This document outlined the weekly distances of bicycle riding required of the students at their homes and the maximum times for covering the distances. Students also undertook bicycle rides during house and lunch periods and maintained detailed logs of their cycling which were collected and signed by Matt each Monday. Students were dropped from the programme if they missed, were late or failed to fulfill the home cycling requirements. After six weeks, twenty six of the original forty five students remained in the cycle training programme. By the end of week nine, the cyclists had been chosen. Matt organised for four teachers to cycle with the students, forming eight relay groups of three.

Enthusiasm was at a peak. "One of the advantages of a ten week training programme," Matt stated, "was the increased interest. The quick motivation caused by the event made the enthusiasm for the cycling training programme easier to maintain. We used morning breakfasts which were excellent for developing group relations. All twenty six students in different age groups mixed well. These students also impressed the rest of the school for their early arrivals, and hard work."

Nola English, a teacher on the cycle, commented: "I was surprised at the continued student enthusiasm. I thought their interest would have slackened but the students strictly adhered to training in August. I felt the difference in student attitudes and relationships. I didn't fully believe Lou when he said that most teachers would notice an improvement in attitudes. I did notice the difference with the kids that I taught. It was fabulous and the beneficial effects spread. The cyclists' friends watched the training and became friendly. They also became as excited as the cyclists themselves. The atmosphere was unusually happy and friendly during the last few weeks."

4.2.2 Stage A: Camping Coordination

Noel Moyes, from the Manual Arts Department, had volunteered for the project in early second term. Noel's role was to coordinate camping and cooking for Stage A, the cycle ride. He was to arrange the camping facilities in small caravan parks across the treeless expanse of the Nullarbor

Plain. He would supervise erection and removal of the tents each night and morning, confirm availability of the shower facilities and oversee the kitchen. Noel explained that transport arrangements included shipping the school bus from Perth to Adelaide on August 19th, courtesy of Westrail. Two vans, lent by Budget and Jason's Mazda were to be driven over to Adelaide, to meet the students at the airport.

Planning the menu for Stage A was undertaken by Kerry Chipchase, Senior Mistress of Home Economics, and Sue Boyd, a Home Economics teacher. The cooking was to be undertaken by a third year trainee teacher, Pat Malaspina, from Nedlands College of Advanced Education. She was an excellent and popular cook who was to manage marvellously on the trip, assisted by two students.

"In planning the menu we faced a number of constraints," Kerry explained. "These included a budget of four dollars a day per student, cooking in pots on four gas hot plates, a shortage of time, and mixed tastes. We organised for the tins and dry goods to be taken from Perth and placed an order with Coles in Adelaide for meat and vegetables. Noel arranged to pick up bread, milk and icecream at three points on his trip back from Adelaide. A trailer, towed behind a van, provided the cooking utensils and the gas."

Kerry noted that generous donations by Peters, Arnotts, Cadburys and Watsonia had helped to keep the food prices well below the four dollar limit. All the Home Economics staff had assisted in contacting these sponsors.

4.3 Stage B: The Run Sub-Committee

In the meantime, Manual Arts teacher Alan Hunt was coordinating Stage B, the run of fifty six students from Norseman through Esperance, Albany, and Manjimup to Perth. Alan was approached because of his reputation for being a good organiser. Alan commenced in May by personally approaching a number of staff members whom he felt would be effective in relating to the students.

For transport, Alan approached the deputy principal, Adrian Egginton, an individual with an expert knowledge of the school buses. Harry Bennett, the principal, looked after the accommodation along the route because he had been making initial contact with the principals of the schools. The recreational side was handled by Dave Hoskins, a school house leader. For the actual running Penny Morrison, a Physical Education teacher, looked after the safety of the participants and the running roster. Del Harris, the school nurse, was to handle health problems. Cooking for Stage B was to be undertaken in the high schools' Home Economics rooms by a hired cook with staff and student assistants.

In addition to the runners, students of the media group would attend to take photographs, while three or four students could help prepare food and camps. These were students who had attended training but who were not strong enough to keep up with the regular runners. In this way they could play an important role.

4.3.1 Run Training

Rob Herriman, a dynamic physical education teacher, undertook the task of training the runners for Stage B. "The idea was a fantastic one," Rob commented. "It appealed to me from the beginning and I joined a group to promote the plan."

"The students were all good and well behaved," Rob stated. "All were fit athletes and capable of the run. Fortunately, no runners were excluded. When volunteer students were requested in May, fifty five volunteered. Since then another five students have joined. Consequently, it wasn't necessary to reject any student on the basis of inadequate physical or academic performance or behaviour."

With limited time remaining until the run, Rob developed a progressive ten week training programme undertaken outside of regular school hours. Each student was provided with a log book outlining the required training. These logs were completed daily by the students and were checked by Rob each Monday morning. Initially, students covered ten kilometres weekly by running at least three kilometres per run, in under six minutes per kilometre. By week ten, this was increased to twenty kilometres weekly. These distances were covered in five kilometre runs completed in under five minutes per kilometre.

Extra running prior to school was organised by Rob following week five in the mornings on Mondays and Wednesdays. "The students were really enthused," Rob stated in mid-July. "Their attitudes were excellent. They stopped and talked to me about their running times constantly. Many ran some extra distances."

Breakfasts including coffee, cereal and toast were also organised. By week eight, three breakfasts had been held for the cyclists and one for the runners. A joint meal was held on Wednesday, August 8th in the school's staff room at eight a.m. "The atmosphere was superb with eighty students and fifteen staff," Rob stated. "Everyone was friendly and enthusiastic. It was great."

One member of the administration with a crucial role to play in the cycle and run organisation was Adrian Egginton, a deputy principal. Adrian's role in the school included discipline, timetabling and the organisation of relief staff for absentee teachers.

"My immediate reaction to the concept last October," Adrian explained, "was to feel dubious. I saw the scheme as a 'hardsell' and was suspicious." Adrian came to feel that the project was worthwhile. "I saw its relevance," Adrian noted in mid-July. "Our kids had already obtained a sense of achievement. Their improved self-esteem was significant in improving their attitudes and behaviour. Only those students with an ingrained negative outlook remained uninvolved. I saw these students for discipline offences as usual."

Adrian's role was as a facilitator. He developed a feasible plan for use of the school's buses and designed contingency plans in case of possible breakdowns. He obtained the required police permits. His geographical

background was used to complete maps of the route, with scheduled times and camp sites. Adrian organised relief teachers for Peter and Noel for two weeks while they surveyed the route and occasionally freed other teachers involved in training and cooking. "Generally, the school did this project on its own resources," Adrian said. "Very little disruption occurred to the normal school timetable."

"The major disruption was during Stage B in the first week of third term," Adrian added. "All staff in the school had committed themselves to losing their preparation periods in support of the staff who laboured twenty four hours a day in the field. I relieved nine teachers for one week after the second term break but retained a small cover for the school in case of illness and absenteeism."

4.4 Building School Commitment

July 19th was unpleasantly cool. Students, summoned at midday for the Project '84 Assembly, huddled together for warmth in the windy school quadrangle. Eighty members of the Stage A cycle and Stage B run, seated on stage, shivered in their attractive Cyril Jackson's Project '84 T-shirts. These shirts with the sponsors' names in orange and green had been silk screened by Leonie Neylon, teacher in charge of the school's Art Department.

The assembly opened with the presentation by the West Australia Week Council of a photograph commemorating the construction of the largest West Australian flag ever made. This flag, sewn together by the alternative course year eleven students from the school, had been paid for by Hungry Jacks, a popular hamburger chain. Students had excitedly watched on television as the voluminous unfurled flag was dropped with a parachutist onto Perth's Esplanade to celebrate the commencement of West Australian week in June. "The school," the speaker joked, "would need a sixty metre pole to fly it."

This award seemed an appropriate introduction to the community service philosophy behind Project '84. Peter Panegyres outlined the current developments to students and explained sponsorship details. Swap meet preparations by the P & C were promoted. Lou Thompson spoke to promote Project '84.

"When I was ten, one Saturday morning", Lou stated, "my dad came to me and said 'Thommo this afternoon I'm going to take you to see a future champion in action.' The sporting event was the Auckland marathon and we went to the halfway stage to view the race. Not long after we arrived the first runner came into view, pounding the turf. Fresh as a daisy he flashed past.

'Is he the future champion?' I asked. 'No wait!' Dad replied. Thirty five minutes later after I thought every runner had gone by a skinny runt of a kid came shuffling into sight. He was obviously in a great deal of stress. His right arm seemed to be flapping about in the breeze. As he came closer I could hear him chanting to himself: 'I can do it! I can do it! I can do it!' After he went by my father looked at me and said, 'Look

hard at him, Thommo. He's the future champion'.

We went to the finish line and waited as, one by one, the runners finished. My old man and I were still standing at the finish line forty minutes after what seemed to be the final runner had finished. There were three other people there, two officials and an elderly man. Just then the skinny runt came into the oval. He was out on his feet. You could see that he was still chanting to himself. Unsteadily, he crossed the finish line and staggered across to the elderly man. He stood and looked at the man for a moment. The man had tears in his eyes. Then the skinny runt simply said 'I did it'.

The runt's name was Murray Halberg and five years later he won a Gold medal at the Rome Olympics.

During that race and through out his career, Halberg was faced with two choices - 'I'll do what everyone says. I'll accept their opinions because I suffer paralysis from Polio in my right arm. It's impossible and I can't do it!' or 'to hell with them all! I can take up the challenge and I can do it!'

People of Cyril Jackson Senior High School. You have been presented with a challenge that many people might think you can't do. You have been presented with a challenge to cover by cycle and by foot three thousand kilometres in three weeks so that people out there know that Cyril Jackson's students care about handicapped kids.

You've got two choices: The challenge is impossible! We can't do it! or The challenge is incredible. We can do it! So what's this challenge about? This challenge is about handicapped kids!

Ben, one of the autistic kids has been wandering in and out of Cyril Jackson's classes having a ball. This hasn't always been the case for Ben. In his young life he's been called everything from a Spastic to a slow learner. At times he's been a most unhappy boy. On Monday of this week he said to me, 'Hey, Lou Thompson, when am I going back to the big school?' He likes it here. So do the others. They feel welcome, at home here. Why? Because you have accepted them as kids first, handicapped people secondly, and the relay run will let you tell the community that this is the way it should be.

This challenge is about pride. 'Panner and I have been knocking on a few doors lately and something's been happening that we don't like. We have walked up to a business manager seeking assistance and Panner will say 'Hi, we're from Cyril Jackson Senior High' and before he can say another word the person will say - 'Where?' Enough of that. We should be able to whisper the name Cyril Jackson Senior High School and have people take notice. In the next six weeks, we'll have the chance to earn that right.

This challenge is about teamwork. At the moment we're seven hundred individuals. We've grievances, friendships, jealousies. We spend a great deal of time thinking about ourselves. We won't meet this challenge as individuals! Please stand. We're seven hundred individuals. Join hands: We're a team. We're a chain with no weak links. Each link has a commitment, a role to play. Where do we come from? Let's hear it! 'Cyril

Jackson Senior High!' What are we going to show them? Shout it out! 'that we can do it!'"

Following Lou's speech, Mr. Hopp of the Jesus People urged all the students to commit themselves to making a success of Project '84. He explained: "Funds for Telethon will be given to twelve community groups working with socially, physically and mentally handicapped people. You'll receive a sponsor book each. If only a cent is given per kilometre, to sponsor a participant, this will be thirty three dollars for the three thousand three hundred kilometre run. With seven hundred students raising forty dollars each this would be twenty eight thousand dollars."

Mr Hopp urged: "Kalamunda raised ten thousand dollars with a six kilometre run. I would like to think that twenty eight thousand dollars is the very least amount that this school could raise. If we work hard each student should raise fifty dollars. Charts will be placed in each classroom to record the progress of fund raising. By helping those students on the road we can achieve something great for our community. I want you to realise that you are helping others. I have learned in this life:

The more you give the more you get,
The more you laugh the less you fret,
The more you share the more you always have to spare,
The more you live you will find that life is good and friends are kind,
That only the things you give away will enrich our lives from day to day.

I encourage you to get right behind Project '84. When you make a Telethon donation this year, the people of West Australia will know all about you."

Following Mr. Hopp's address, a representative from the R & I bank commended the school for Project '84 and for helping other people who were worse off than themselves. "It was," he stated, "a tremendous project." Handing over a cheque for ten thousand dollars to Mr Bennett, he explained that fifty percent of this cheque was a grant for the operating costs and the remainder was a loan. Mr Bennett concluded the assembly with a speech of appreciation. "The Project", he commented, "would have fallen through had it not been for the support of the R & I Bank".

4.5 The Parents' Night

On the evening of August 7th, one hundred and twenty five parents visited the school for a final briefing concerning Stages A and B. Parents viewed a display of participants' names, route maps, T Shirts and run equipment while leafing through a comprehensive brochure which answered most of their questions. The atmosphere of that evening was tremendous with a unique sense of well being arising from the feeling that all these parents were fully supportive of the Project.

An address by Peter referred to the Project's aims. He set the expectation that all contingencies were foreseen, comprehensive planning had occurred and the event would run smoothly. Safety precautions, police involvement and insurance arrangements were reviewed. Peter explained in a brief way some of the difficulties encountered in obtaining sponsorship and the

reasons for changing the project's focus from Sydney to Adelaide. Parents expressed appreciation at the amount of work undertaken by the teachers in their own time.

Matt Reynolds, a lively entertaining public speaker, approached the lectern. In a pen sketch of the cycle from Adelaide to Norseman, Matt outlined a few technical aspects, including the food, camping and transport arrangements, the cycling teams and the staff's responsibilities. Alan Hunt described the details of the relay run in a similiar fashion concentrating on the cooking arrangements organised by Cathy Reynolds, and the accommodation and the social activities. Both presentations were thorough, competent and professional in content and delivery.

Lou Thompson addressed parents on the philosophy of the relay in clear, non-technical terms, stressing its underlying implications for self-pride, self-achievement and community commitment. He explained why the meeting of the challenge would improve students' feelings about themselves and how this, in turn, would benefit their academic work. He removed fears that students' school work would suffer from the project. He suggested some beneficial effects that the heavy television advertising of the school's project would have on the parents and the school's image. "Such positive media coverage," he said, "would make the school noted as a centre where kids did great things and school was a good place to be."

Parents' questions were positive and optimistic. They focussed on food, costs, clothing, the need for a run fee, parental participation en route, and camp lighting. It was clear that any fears over safety had been allayed and that the parents accepted the underlying principles and motives wholeheartedly.

On the morning of August 9th, the teachers watched a preview of two, sixty second ads which would be shown five times a day for the following three weeks, commencing on August 13th on the local television station. These ads demonstrated squads of Cyril Jackson students running and cycling while the announcer explained the date and purpose of the Telethon run. Sponsors' names appeared in succession at the bottom of the screen. The name, Cyril Jackson Senior High School was stated a number of times emphasising the school's identity. The pride of the teachers in this public recognition of the school was apparent as indicated by their animated discussion and smiles. It was evident that the effects of such publicity would benefit the staff's self-esteem as well as the school's image and students' self-concept.

4.6 The Send Off Assembly

A general school assembly occurred on Friday, August 10th at lunchtime. About twenty parents watched from the side while cyclists and runners occupied a place of honour on the stage. Seven hundred students gathered to bid a formal farewell to the relay participants. The first speaker was Lou Thompson.

"At this time last year," he recalled, "eight people set quietly in a twelve metre yacht, the Australia II. The score was three all and one race

remained. They knew that the eyes of millions of Australians were on them. They knew that no one expected them to win. All the odds were against them. Yet, they won!

So people of Cyril Jackson Senior High, we've come to the foot of a great mountain. We've come face to face with this great final challenge of Project '84. It's not very often that we get a chance like this: and we're ready to accept it, and we'll do it! This team of Cyril Jackson Senior High School is in great shape. Every link is strong.

To date, Project '84 has been about understanding ourselves, commitment to and acceptance of other people. It's about community. The challenge that we're about to undertake requires two further contributions from you: determination and courage. Determination that we can do it. Courage that we believe in our team and that in spite of all the demands placed on us, we'll do it. In the next four weeks when you are called on to make your contribution; be it the quest for a sponsor, the running of your last kilometre or cycling up a steep hill, there's a thought that I'd like you to keep in mind.

Throughout this year, four young children have been a familiar sight at Cyril Jackson Senior High School. These children have problems in talking, display strange behaviours and, through no fault of their own, they face a life of being ridiculed. It's likely that they're going to be embarrassed, lonely and uncomfortable most of their lives.

You'll have one great chance to do something about this. You, more than anyone else can tell and show the people of West Australia, indeed, the people of Australia, that in spite of their handicaps, these kids are people with normal feelings.

I feel something special here today. I want you to share this feeling with me for a moment. I feel a sense of commitment that I've never experienced before. It's a feeling that we're doing a worthwhile task, not because we have to, but because we want to. I'd like you for a moment to be absolutely still, absolutely quiet. Good: Now, feel that presence. It's strong. Now show it to me by answering these questions. Where do we come from? 'Cyril Jackson Senior High!' was the response. What are we going to show them? All together, shout it! 'We can do it!'"

Following this speech, Peter Panegyres was invited by the president of the student council to address the assembly. Peter presented the financial side of Project '84 mentioning the four thousand dollars raised by the Parents and Citizens committee through their approach to local businesses for sponsorship in cash or goods. Peter read out the amounts of sponsorship funds raised by each class in the first week of fund raising. The total amount of over a thousand dollars was enthusiastically greeted by students with clapping. "That's fantastic work," Peter stated. "I congratulate you."

Peter also congratulated the Stage A students for their preparedness for the run. These students would depart Perth on August 26th and would cycle in groups of three, with one group riding and two groups resting. Twenty five kilometres an hour would be maintained by the cyclists covering a distance of two hundred and fifty kilometres a day. The cyclists would

arrive at Norseman on Wednesday, September 5th.

The address concluded with a story about a bronze medal winner at the recent Olympics Games in Los Angeles. Reacting to a comment that bronze was better than nothing, the champion said, 'It's gold to me.' "Everyone" Peter exhorted, "involved with Project '84, who invests their energies in the cycling, the riding or in collecting funds for Telethon is a winner. We're a team. Project '84 is what we're on about. I wish all of you the best of luck."

Alan Hunt's brief presentation was equally well received. Noting that the team had been highly visible while running around the school before and after school hours and during house periods, Alan asserted that all members were physically fit and ready to go. Students would rest on the bus or run in twos or threes from seven a.m. to five p.m. each day. The group would leave the school on the last Thursday of the holidays, September 6th and would return to Armadale, outside Perth, on Sunday, September 15th. The finale would occur the next day involving the entire school's body in welcoming back the participants.

Mr. Bennett praised the students for their involvement. "You'll gain immense satisfaction by doing your best," he stated, "be it by actively participating or through raising funds by the use of the sponsorship cards. I've got my sponsorship card and I'll be asking all my friends this afternoon at a Union meeting for their support. I hope you'll do the same. I'll be telling all the high school principals and the Director General, Dr. Vickery about Project '84 and about the terrific kids at Cyril Jackson Senior High School. I'm very proud to be associated with you in my last year at the school."

4.7 The Swap Meet

The Sunday Swapmeet took place on a sunny warm day with the help of the parent coordinator, Barbara Bartley, and Mr. Jim Laffer, the president of the Parents and Citizens Association. Some thirty sellers with their booths were established by nine a.m. By ten o'clock some three hundred buyers had paid their one dollar admittance fee. The line of parked cars reduced traffic to one lane on the street outside of the school. Everyone was in high spirits. The cyclists in their brightly coloured yellow plastic helmets and distinctive T shirts were highly visible after their morning's workout. Sales of everything from car tyres to jams and potted plants were brisk. In particular, lively sales were enjoyed by those stalls loaded with cakes baked by students from the Home Economics Department.

The highlight of the day was an auction of two tables of goods donated by a number of local businesses to the Parents and Citizens group in support of Project '84. Some two thousand dollars were raised to support Project '84.

CHAPTER FIVE CURRICULUM PLANNING

5.1 The Curriculum Committee

Colin Pratt, Senior Master of Social Studies, had been involved in senior high schools with a large percentage of students with social problems. Colin had gradually moved away from the tertiary admissions type of academic material for these students towards focussing on the non-tangible social development topics within the syllabus.

Lou Thompson's lecture to the staff in October, 1983, was well received by the Social Studies staff. Colin supported the social development project, particularly the idea of setting the students a difficult task and having them work together as a team to achieve their goals. Explaining his initial interest, Colin stated: "The students didn't have a record of achievement. They were always being knocked down. They experienced more discouragement than encouragement." Colin was attracted because the entire concept of the social development programme was presented on the basis of a complete school philosophy rather than an effort by an individual department. Colin's firm belief was that an effective social development project within the school had to encompass all the students and the staff working together. The best way of doing this, Colin felt, was to set jobs for the students in the school and to have these students work as teams to achieve their goals. This, in a practical sense, was what Lou Thompson recommended.

As Colin saw the situation, the problem with any proposed school wide scheme was obtaining competent and willing personnel. Colin felt that there was enough staff with sufficient quality and expertise to go ahead with this project. Because of his belief in a whole school approach and his desire, where possible, to integrate subject areas, Colin was willing to put his name forward to act as chairman of the curriculum committee.

Although Colin was committee chairman, most of the work was undertaken by some ten staff from every subject department who served on the curriculum committee. A typical planning session was democratically run with all members actively contributing their ideas, and volunteering their initiatives as representatives of their subject areas.

5.2 Curriculum Workshop

In November and December, 1983, Colin coordinated a series of meetings by each subject area to meet with Lou Thompson and Don Pugh, the Curriculum Support Coordinator, to review their curriculum. Subject areas examined some ways to integrate various social development activities into their lesson plans.

The focus of this planning was to develop an awareness in the students of the needs and abilities of disabled people. In December, the focus group was autistic children and their communication problems. With sponsorship problems, this awareness was broadened to include all disabled people.

Colin and his committee felt that the four or five hundred students who could not participate directly in the run would still gain from the project. These students, by linking themselves directly with the needs of disabled people, would be involved in raising money by obtaining sponsorship for the students participating in the run.

Early in first term, 1984, Colin quickly found that students were not aware of the problems faced by disabled people, the assistance that they needed, or their methods of adaptation to overcome their problems. Colin wished to demonstrate to the students that handicapped people faced a challenge larger than that facing Cyril Jackson's populace. Disabled people set themselves goals and worked hard to achieve them. Colin and his committee hoped that the students would identify with and imitate the model being presented by people with handicaps. The students would gain respect and self-confidence by setting themselves a challenge and by seriously working to accomplish it.

The awareness phase in first term commenced with the curriculum committee arranging for Lou Thompson to speak at the year eight and the year eleven camps in February, to generate interest in disabled people at an introductory level. Lou Thomson achieved this aim. Leon Rumford, the year eight camp organiser, stated: "Both teachers and students were absorbed." Lou commented: "The camp was a real ripper! The students were really enthusiastic. I was impressed with the kids and the well run nature of the camp. I said the things that I really wanted the kids to think about. The students seemed to be really interested in the plight of disabled children."

5.3 The Introduction of Disabled People

The next step, in April, was to set a general school climate receptive for disabled people. At a student assembly, attended by some parents as well as by all the staff and students, a quadriplegic and a blind marathon runner were invited to address the school's student body. This assembly was to create an awareness of problems faced by disabled people and some of the ways that they had tackled these problems.

Don Pugh spoke on how he had become a quadriplegic in 1978 from a car accident and the challenges he had overcome to live independently and to obtain employment with the Education Department. These included learning to write again, and to drive a car. Ron explained the importance of keeping busy and possessing a healthy attitude. He demonstrated some ways that the students could physically help the blind. The entire audience was attentive during the forty minute gathering.

A group of primary school students from West Leederville Primary School then described their fascinating relationships with autistic children which was climaxed by their run from Kalgoorlie to Perth.

Following the assembly, a crowd of visiting parents were invited for coffee with members of the Student Council and committees, according to the school's established custom.

A media camp for years ten and eleven students was run by Carmen Broderick with the support of teachers Rod Evans and Jan Hansen at Green Gables, the Autistic Centre's farm. Five autistic children attended the camp. Students helped around the camp and made a videotape. Although there were problems initially in contacting the Autistic Association, the outcome, Rod found, was beneficial. "The kids loved the experience, behaved excellently and felt good about their visit. The visit had real impact in improving their motivation."

In April, video tapes on autism were introduced into the school and were shown by interested teachers, principally in the Social Studies areas. Informational sheets were made available with the tapes for use by the teachers with their students.

Colin organised a day to introduce disabled speakers into Social Studies classes across the school. The year twelve students acted as guides and introduced the speakers in a competent and friendly way. There were fifteen people who came at various times during the day to speak to the students for fifty minutes sessions. All the talks focussed on problems faced by disabled people and their solutions.

5.4 The Involvement Phase

By the end of term one, the awareness stage moved into a more active stage, involvement, for term two. This phase sought to encourage student, staff and parent activity in projects providing direct contact with handicapped people through visits to institutions for the handicapped, work experience with the handicapped peoples' associations, visits to the homes of a few handicapped children, excursions with handicapped people, and introducing some students with disabilities into the normal school operation.

With planning for the cycle and run preceeding, enthusiasm grew rapidly for this programme. Colin noted: "Students can see the link now between disabled people overcoming their problems and the challenge which the Cyril Jackson's students have set themselves."

Some of the direct involvement included three young autistic students ages nine to twelve who visited the school on a regular basis to participate in classes for part of the day. These students attended year eight metal and woodwork classes and house periods on Friday mornings. They returned for Home Economics and English classes. Two older autistic students from Bycoona, the Autistic Centre, also spent entire days with the year eleven alternative studies students. Initially, the students were invited in on a trial basis to see how they were absorbed into the school and to see whether the programme was a success.

Nola English, a Home Economics teacher, described her experience with these students. She said, "I was originally skeptical about bringing autistic children into the school and worried over the reaction of our regular students. Talking with members of the Curriculum Committee I realized that the disabled fitted into early Childhood Studies Programme, particularly into the section 'Children with Special Needs'".

"I had never seen an autistic child before and didn't know what to expect. We were all so fearful about what they'd be like. We had seen the videos. My students, at first, rejected the idea of bringing the autistic kids into the classroom. They were 'freaked out'. They didn't want to know the autistic kids at all. They didn't want a bar of it. Then, I got Ian and Ben in. The kids weren't like the videos at all. They were gorgeous little kids and were no problems whatsoever. We were imagining something worse than they were. It was wonderful. The kids really responded and were friendly. They found out that there was nothing to be afraid of. One girl is writing to them. Another has volunteered to help a mother with an autistic child on weekends. This experience was something valuable that we've definitely given our kids. I'm one hundred percent behind the programme. The fact that the students had contact with someone with a disability has meant that we're visiting the Para Quad Centre and Osborne Park Training Centre. The students previously were too apprehensive to go."

The staff, students and the Autistic Association believed the programme to be a success. The disabled students continued to attend the school on a part-time but regular basis. As Colin noted, "once the contact was made it was easier to organise and to continue the project. The hard part of the programme was in establishing that initial relationship and a sense of trust with the Autistic Association."

Most of the students in the school were involved with studying people with handicaps as part of their regular curriculum. For instance, all year eight classes viewed and discussed the play, "Stronger Than Superman," a work based on a boy with a spina bifida disability. Once again, the response to this play was positive and English teachers were able to discuss links between challenges faced by this boy with his handicap and the school's challenge in Project '84.

Other activities organised by the curriculum committee included a bi-weekly staff newsletter prepared by reading teacher Bronwen Johnson with a team of year eight student reporters. A community newsletter was also coordinated by Mrs. Linda Bishop of the English Department on a monthly basis with an eager group of secondary and primary student contributors.

A poster competition using the words 'Kids Helping Kids' and 'Cyril Jackson Senior High School' was organised by Godfrey Blow and the school's Art Department to advertise the run. These posters were visibly placed around the school and prizes were awarded at an assembly to the designers of the best posters.

A notice board near the student canteen was commandeered by the curriculum committee to facilitate communications by placing all the newsletters and notices concerning the social development programme for the attention of students and parents. With the help of Rod Evans, coordinator of the media committee, regular news items were broadcast over radio CJ, the school's weekly radio programme.

As Colin reported: "The object of the programme was to give all students in the school some exposure to disabled children. It's not an exposure which occurred all at once. Rather, it was a casual exposure repeated a number of times during the term. All the students in the school were in

one way or another exposed to disabled children. Not all these exposures were through the curriculum committee, as other committees operated as well."

5.5 The Media Committee

One such committee was the media committee under teacher, Rod Evans. The media students, Rod Evans explained, were trying to record the Project on film not only for the current students but also for future students. Students took super eight millimetre films and slides of the entire project. In July, Stage A, the cycle, was scripted so that the cycling students could undertake that section of the film. Students also took films of some assemblies, visits by autistic children, and club activities. Year ten students were involved with filming Stage B. After the event, media students put the film together to produce a thirty minute scripted VHS video of Project '84 as the ultimate product.

READY TO GO

CHAPTER SIX THE CYCLE

6.1 Reasons for Student Participation

The end of second term was an exciting one for students participating in the cycle and run. After ten weeks of training, the cyclists were eager to commence the project. These students were asked why they were willing to devote ten days of their holidays to cycling. The students' answers reflected their thoughtfulness and insight. These were the reasons foremost in the students' minds.

There was a girl called Phia who reflected on the question and wrote the following: "mainly to achieve something out of the ordinary and to look back on it and say 'I did that run to help students who are not as lucky as us and to say I helped them'".

That thought was echoed on many occasions when the students were in the street collecting money for Telethon. Someone from the public would come up and ask 'What are you doing?' and 'Why are you doing it?' Their answers were not learned 'off pat'. They were committed. The harder the challenge, the more meaningful their commitment became. These students truthfully were out to help others and they derived deep satisfaction from the process.

The second reason for participation was to obtain personal satisfaction and self-esteem by attempting a difficult task and by achieving it. "I thought the cycle would help increase my sense of responsibility," one student said, "and this would help me with employment."

There was another revealing student's comment concerned with finding out about oneself. This particular one was made by a year eight boy who was slow in becoming a part of the comraderie. As a younger student in the team he said, "I'm doing this project to help students who aren't as lucky as I am and to get to know the teachers better. Also, it will be good experience for me and for my future education." Lou thought, "This boy had really thought the theme through."

This notion of finding out about themselves was often found in comments like, "I didn't think I could do it but I did it". The students, when they were confronted with a huge hill, said: "When I first looked at that, it was really very frightening and I was surprised that I could do it".

Before the run, another boy was regarded by the Physical Education staff as questionable. He was a student who continually made excuses for not doing Physical Education. Yet, the further the project went, the more he became involved in it, to the extent that his team in the end was one of the most proficient cycling teams. He said initially, "The reason why I'm doing this project is because it's great to ride from Adelaide to Norseman". It was a tangible activity for him, especially along the Nullarbor Plain. Later, he gave another reason. The cycle was for the personal satisfaction that it would give "because it is something which no other school has ever dreamed of doing. The reason why I'm doing it is to tell my friends about my good adventure". This type of comment represented the essence of self-esteem.

Perhaps, a third reason for participation was to gain recognition for the school. "It's a new challenge and will help the school be known by everyone in South Australia and Western Australia." "I want people to know I come from Cyril Jackson Senior High School!"

6.2 Student-Staff Relations

Staff and students were also asked: "Has the project changed your relationship with staff and students?" This question was answered when the cyclists had actually reached the Nullarbor Plain. They had been been riding for two days. One has often heard around schools some student saying; "If only teachers were real people". One student was as blunt. "Teachers now think of us as people, not bloody pupils. I now see my teachers as caring understanding people, not masters." From another year eight student was heard: "Yes, we're more friendly and we know all the nicknames of the staff". Another one said: "Yes, with some teachers. Now everybody gets along with each other without fuss. Yes, you learn to cope with a lot of different people, even if you don't like them".

Coping with different people whom one may not like, was an interesting response. There was one of the participants during the trip who was self-centred and who was lacking in communications skills. The first few days made it obvious that this young man was in the activity for himself and was inconsiderate of other people.

For example, on the actual cycling itself, the key to the cycling was that each would take a turn in front and keep in contact with the other people who were there regardless of what speeds they were capable of. Cyclists would adjust their pace to suit the other members of the team. This fellow would stay at the front and would ride as fast as he could to leave his mates in the distance. When it became his turn to lag behind, he would tailgate the lead cyclist dangerously and disconcertingly. The rest of the cyclists were upset with this rude behaviour. It was obvious to them that he was not fitting in with the spirit of the ride. It was thought that his team would have rejected him.

Lou had expressed his admiration to this team for their show of tolerance. They replied that eventually this student would 'toe the line.' This person more and more fitted into the team so that, at the end, these cyclists were in the top three in performance. Yet it took some dialogue from the teachers in charge. It took some courage from his team mates to tell him. The success was that the team performed better as a consequence of him 'toeing the line' and he was proud of it. The development of a non-threatening sense of community was one of the successes of the trip. This was apparent in the following diary entries.

"I've learned to cope with peoples' different attitudes and living with a large group does help to improve your patience." "I think it's great how the teachers and kids get on together but some can be pains. You still put up with them. We are one big happy family."

There was a touching comment from a staff member: "I've come to admire and

appreciate many qualities in some of these students. I could easily call some of them friends instead of students." That revealed an unpleasant truth about being subject teachers in big secondary schools. In a project like this all people were equal. The teacher was not doing the performing with his students sitting passively in a classroom. Instead, the key concept was one of 'mateship'. That person felt that "I like these students and I want to be involved with them." One needs informal interaction for this sensation to emerge.

Another comment to do with the relationships with the staff was this: "The transformation of students has been incredible. I've never imagined that they'd work so well together, and that the team could be closely bonded after only a few days together. However, it's great to see such enjoyable relationships developing between myself and those students. We've established as the saying goes 'one big happy family' and I'm glad that I had the chance to be part of it". That remark showed that the teachers underestimated their capabilities in this affective area and emphasised the importance of this project as a model for permitting social development.

The students still needed the teachers' leadership model. They still needed the usual authoritarian discipline but they also needed the communication that came from a close caring relationship. The students had to feel personally accepted. The communication had to be a meaningful interchange rather than merely more boring irrelevant classroom instructions to perform.

6.3.1 The Cycle Diary: Day One

On August 26th, the weather was overcast and showery, with a maximum of seventeen degrees celsius. At nine o'clock, Sunday evening, the students boarded Ansett flight 2283, bound for Alice Springs and Adelaide. Arriving at Campbelltown High School at an early hour after a sleeple[illegible]night, the cyclists were impressed by the gymnasium and a health studio complex. Essentials were unpacked and fortified with coffee and biscuits they toured the Barossa Valley.

6.3.2 Day Two

Tuesday, August 28th was the official send off. From nine o'clock to eleven thirty, the majority of party was involved in sorting and packing the equipment required for the "camping" section of the trip. Bus and vans were washed and sparkled in the sun.

At one thirty, the students looked professional in their colourful yellow helmets, orange and green lettered t-shirts and ten speed bicycles, "not," Lou stated, "like something fallen off a bus". They bewildered pedestrians on the footpath outside parliament with their bicycles, as Premier John Bannon spoke briefly and informally before television cameras. Congratulating the group, he stated, "In this era of fund raising, it's necessary to find interesting ways of attracting attention and you've succeeded." He complimented the group on giving their time and energy to

such a worthwhile project and wished everyone safe riding. The Premier handed over a message to be carried to Perth by the cyclists and the runners to give greetings from Adelaide to the Premier of West Australia at the Grand Finale.

The first ten kilometres along King William Road out of the city were completed with flashing lights and a police escort making a picturesque sight for the television cameras. Behind the police car was a Tarago van, covered with the names of the sponsors and carrying a rooftop sign announcing 'Cyclists Ahead.' Then came the cyclists followed by the school bus towing the cycle trailer. A second van towing a mobile kitchen had gone ahead to prepare the evening meal.

After this short ride the students stopped to shop while food stores were collected. In the evening, from six to nine o'clock, a meal was provided by Peter's sister, Mrs Riley. Channel 10's News showed an item on the cycle to the excitement of the students. Cyclists went to bed feeling "that they didn't want to know about tomorrow. They would take it as it comes."

6.3.3 Day Three

Day three, Wednesday, the 29th, was beautifully sunny. Everyone was up at dawn with a breakfast of cereals, and sausages at six a.m. The bus was loaded and was on the road by seven thirty a.m. The average speed maintained during the day was twenty one kilometres per hour with the average distance of each ride being eleven and a half kilometres. Semi trailers which gave cyclists little consideration were in the word of one cyclist, "frightening" and proved to be a hazard. Yet, their spirits were high as the riders passed through a landscape of mainly flat coastal lowland, giving a panoramic view of vast green pastures with early spring crops spotted picturesquely with blossoms. Those who had ridden welcomed their rest, complained of sore backs and legs, but looked forward to their next ride.

The top speed was reached by Team B at forty four kilometres per hour The total distance covered was two hundred and sixty two kilometres. The cyclists arrived at Point Germaine at five p.m. with tents pitched and gear stowed by six p.m. The evening meal was consumed by six thirty p.m. and students explored this isolated coastal resort with its pub, a general store, a post office and a caravan park. The evening was concluded with special awards and games.

An honestly expressed, typical student's comment was, "Stuffed, but tomorrow will be good. I can't wait since I'm in the third group riding." The day had been one of excitement to be going again and one when the actual physical demands, those muscular aches and pains, were starting to be felt. "My first ride was extremely difficult. I had to work hard to finish. My second ride was great." "I was glad to start riding but I was also glad to finish." "The hill was five miles long, but it wasn't hard, and I was glad to finish and go to sleep." "It was hard to motivate myself to ride in the wind but, otherwise, I'm feeling good." "Tired and I'm glad to go to bed." The wind was, indeed, an unbelievable barrier.

Everyone seemed happy with their achievements. It was a great feeling, they felt, actually to have started the trip. "I'm now feeling very positive about the rest of the trip. Everyone is still bright and cheerful which is a good sign," one person remarked. Another said, "riding is very enjoyable. The team worked well together." A staff member observed: "I'm really impressed with the marvellous attitude and feelings among the students." Lou observed: "The riders are in excellent shape. I've no doubts that we'll meet all our targets on schedule."

That night, recognition was given to the cyclists through small awards. "Winning the Freddo Frog award for the ride of the day was the highlight for me", one cyclist confided to his diary. This was a simple basic tangible thing that happened every night, a little chocolate Freddo Frog was awarded to draw attention to amusing things that happened, in some cases a mistake or in other cases an achievement. There was an extended dinner with long conversations during which Freddo Frog Awards were presented to Pat, the cook, for significent services rendered, and Team C, for 'grit in adverse conditions.' A 'Boo Boo' Award went to a teacher for a lost key, found in his pocket. "What staggered me," Lou stated, "was reading the diaries next day. The significance that the students placed on that kind of reinforcement, and feed-back was amazing." Comments like these abound. "I loved sitting in front of a warm bonfire with the team with Lou up there giving his encouragement and Freddo Frogs." "The Freddo Frogs that we get and the ability to get on well with everyone are things enjoyed."

Another area of comment by students was their pleasure in the public recognition obtained during the occasional parades through towns and a sense of pride they felt in the school. "It was a real lift going through Crystal Brook on the bikes. Unfortunately there's not many towns to ride through. We yelled out, 'We're from Cyril Jackson Senior High School, Western Australia.' It gave us a real buzz!"

6.3.4 Day Four

Day four, Thursday, the 30th, was windy, and overcast. The night had been cold and some cyclists were wet from having their tents blown down. Students were up at six a.m. for a welcomed breakfast of cereal and spaghetti. The team was travelling by eight a.m. Two hundred and thirty three kilometres of hilly tough peddling bought the cyclists to a new base camp, Kimba. At twelve noon, the group passed through Port Augusta, and at three p.m., they had passed the small town of Iron Knob.

Thursday was an unpleasantly windy overcast day, and many of the students commented on the difficulties caused by the weather. A common theme in these comments was that the cycling was difficult but the team would succeed. "It was difficult for those with the wind against them and a few hills that we hit were tiring." "The hills seemed to go on forever before we reached the top." "Our ride was difficult as we had some of the strongest wind. It's also getting hard to get up in the morning especially because it's cold. The best thing is working like a team and it's a really great feeling." "Well, today's ride was very difficult indeed. I

was very, very close to giving in but when I finally reach the end and see the bus in the distance I get a whole new boost of energy. I feel extremely proud of myself. 'A real sense of achievement'. The rest of the group plays an important role in keeping me going."

A link in all the comments for Project '84, was 'difficult - but we did it.' Lou recalled: "It's interesting that one day I watched one of the youngest girls with a mammoth hill to climb. She'd her head down and she was repeating to herself, 'I can do it, I can do it, I can do it.'"

Many comments focussed on the team effort, the close relations between the staff and the students and amusing incidents associated with these relations. Peter noted: "The students were great and their courage and stamina amazed me at times. I saw the great advantage of mixed staff-student teams, in keeping the enthusiasm and team co-operation going."

6.3.5 Day Five

Day five, Friday, the 31st, was again unpleasant; rainy and windy. Nevertheless, the total distance covered was an excellent two hundred and twenty two kilometres. The first cyclists were on road at seven thirty six a.m. The weather dominated the day. It was 'the pits.' "There weren't many days like this, thank God," Lou exclaimed. The cyclists were literally soaking and if ever they were going to quit, it would have been then. The cyclists had been going since Tuesday and were tired, cold and lonely. Some kids lamented in their journals: "After the first ride I was tired all over. The second ride was good but for some reason I must have pulled a muscle and when I got off the bus the pain was killing." "I felt I hit rock bottom after the first ride. The weather was pathetic." "After the first ride I felt as if I didn't want to go back out and ride. But when my turn came again I went out and rode."

It was, as one report stated, a magnificent effort. "A magnificent comeback to end the day only sixty minutes behind schedule. This morning Team H faced forty kilometres per hour winds and rain and it was obvious to all that this was the challenge so far. Everybody dug in and battled their way to record a gutsy effort. Every group responded in the same way. We rode through some 'terrible' conditions today and I'm convinced that we must have faced one of the hardest challenges on the trip. There's no stopping us now! It was a day of mixed feelings and all the team members had good reason to be extremely proud of themselves."

The staff played a role in giving the kids support. One teacher who was not a cyclist was so amazed at watching the cyclists "in such disgusting conditions working their hearts out" that he was "all misty and upset about it." This teacher, to demonstrate his support, climbed out of his warm vehicle and rode six miles in the drenching rain. "It nearly killed me, that cold wet morning," he recalled. "Those kids were made of pure steel."

The students learned about themselves and their endurance. The drivers often leaned out of their vehicles to say 'Do you want to get into the bus?' but the cyclists would not get off or quit. Finally, the students would stiffly climb off their bikes and warm up in the Tarago vehicle

murmuring hoarsely: 'I didn't think it'd be that bad'.

In every team there was a strong and a weaker rider who had worked out the cycling details; the one that wanted to spend longer in front to break the wind and the one who rested in the rear. As a strong rider would drift back to rest, he would pat the back of the second student coming through and they would offer each other encouragement -'well done, well done.' It was a humbling thing to watch them while they forgot about their own discomfort and reinforced each other.

6.3.6 Day Six

Day six, Friday, 1st September, was fine but continued to be windy. On the road by five past seven, the team covered a total distance of two hundred and fifty three kilometres. After arriving in Ceduna at eleven a.m. the bus stopped, to allow people to shop for twenty five minutes. The vehicles were filled with fresh water, while riders made use of the salt water showers, the last for two days. The riders were now well on to the empty flat plain of the Nullarbor.

The cyclists caught up to a small Japanese rider riding solo from Brisbane to Perth, loaded with thirty kilos of camping gear and averaging twenty kilometres an hour. Someone in the bus learned about this fellow. By the time the bus had stopped and the Japanese rider had caught up with it, they had put together a presentation at one of the camps, a hat and some fruit. Everyone had signed it and presented it to this person: a gift not from a staff member, but from one of the students. The vision was widening.

The staff reaction had been different. With four riders on the road, the staff thought that there could be problems. Lou yelled out to Panegyres, "Get cracking, I want to see if we can outdistance the Nippon Klippon," a reference to the Japanese rider's proximity to the rear cyclist. Peter Panegyres rode hard for about eight kilometres, head down looking to the front and working. As he was about to finish, he turned round to say: "Well, have I pulled ahead of him?" and the inteprid cyclist was right behind.

Peter could not believe it, saying, "How can he still be there, this guy with a sixty pound pack on his back just coasting along". The incident was amusing and everyone teased Panegyres. As one cyclist described it, "we were going full guns and our spirits were very high. We were feeling really proud of ourselves but I must admit it was a little deflating after seeing that Japanese rider taking it so easy after coming from Brisbane! Our efforts seemed a little minimal compared to his. We gave him a cap to remember us by and our team spirit is still fantastic."

That night there was the first camp fire. It was, Lou found, "an experience I vowed I'd never forget. We were in the middle of the Nullarbor. It was a tranquil night with some thirty people sitting around a bush fire, tired. It had been a tough day. After dinner, when it was quiet, the students looked at the fire absorbed in the occasion. Words weren't needed. That night in the middle of the empty desert, we shared a common and meaningful experience sitting around the fire under the stars." One father wrote:

"The comradeship around the fire tonight was one of the highlights. The students really enjoy the humour. As a parent I think the social interaction and growth of the group as a whole is what it's all about."

6.3.7 Day Seven

Day seven, the 2nd, was Father's Day. The group members were on the road at six-fifty enjoying a beautiful morning and noting the obvious change in landscape to a barren wasteland, dominated by saltbush. By ten a.m. the cyclists were on to the Nullarbor itself and by eleven they were riding over the Plain, amongst the most desolate country in the world. Here the cyclists were noticed more and more by friendly car drivers who acknowledged their presence cheerfully by waving. Mid afternoon riding brought the hard working group close to the coastline with its hilly conditions and more interesting views.

The group reached another bush camp at six p.m. having accomplished two hundred and seventy kilometres, the biggest total to date. As Peter remarked: "After being on the road for nine hours it was satisfying to arrive at the bush camp especially one so superbly set up and located in a marvellous setting, dinkum outback. After an excellent meal and campfire discussion, the usual Freddo Awards were presented with special father's day presentations made by the ladies to all the male adults. These were well received. Everyone was visibly tired."

The half way mark represented an exciting and achievement filled point for the students.

6.3.8 Day Eight

Day eight, Monday, the 3rd, was the worst of the trip. The riders were awakened by gale force sixty kilometre winds and torrential rain. Visibility was limited to twenty metres. Five hours of purgatory followed. Students realised that they could succeed only if they believed, showed courage, determination and stamina. There were times when in howling wind, two year eight boys and a teacher were struggling along at a forty five degree angle. They were peddling as hard as they could but they crawled along at about ten kilometres an hour. They did not want to stop. One of the boys was hurting to the extent that his face appeared grey and he virtually collapsed after his ride.

The highlight of this miserable day was the tremendous morale boost obtained by reaching the Western Australian border. "Today we reached West Australian territory!! A real morale booster for everybody. It was really funny as the sun was shining on the W.A. side but not in South Australia. One of the difficulties was the terrible road surface in W.A. It was good to reach our homeland. It gave the whole team a real boost. 'Great Effort!'"

Police escort was provided out of Eucla and the base camp, Madura, a caravan park, was welcomed with its comfortable camping conditions and warm

'salt' showers. A warm glow and sense of achievement were shared by all that night. The cyclists had gained complete confidence in their ability to take the worst, to achieve their purpose and to complete the trip.

6.3.9 Day Nine

Day nine, Tuesday, the 4th, was fortunately a pleasant day. The group left Madura at six thirty a.m. only to be immediately confronted with the biggest hill of the journey to be tackled by Team D, with cyclists Nola English, Phia Weyers, and Denise Abordi. The description of this day is best taken directly from the trip's journal with the first entry being made by a teacher.

"I learnt a big lesson today! After losing most of my night's sleep worrying about a huge silly hill I was to realize that one should never underestimate oneself and one should always be confident of what one can do. I guess that this is what we've been trying to teach the students and this is what Project '84 is all about. If Project '84 hasn't taught the students of this group a lesson, it certainly has convinced one staff member. If somewhere along the trip some of the students experienced the same feeling I had today, then they have experienced one massive boost to their self-esteem and egos!"

The self-esteems of those students were also heightened as illustrated by this team entry. "I really didn't think I would make it up the hill out of Madura but I did. I felt good because I finished."

The cyclists organised the afternoon into a series of four mile sprints. The teams averaged forty kilometres an hour. It was amazing. The riders knew each other so well that their timing moved the sevens on their shirts in unison. Their legs were actually in time. Although they were hitting speeds up to fifty seven kilometres an hour they did not look as though they were straining. There was a complete understanding or a trust in each other. There was an understanding that a team mate would not hit a partner off a bicycle, a trust that everyone would perform their task perfectly. They had moved from a group of students to teams of skilled athletes who knew each other's strengths and weaknesses and who knew that their bikes were extensions of themselves.

The day was concluded with this diary entry. "Bush camp at Water Tank: warm conditions. Soothing fire - everyone tired. Glad to hit the sack!"

6.3.10 Day Ten

Day ten, Wednesday, the 5th, was the last day of Stage A. The team left the bush camp at six thirty a.m. with an air of excitement and anticipation amidst noticeable displays of wild flowers, and greener pastures. Most teams were easily averaging over twenty five kilometres per hour now. At three fifty p.m. the Norseman local radio station broadcasted the forthcoming arrival. By four p.m. a police escort arrived from Norseman and, at last, the target was in sight. At four thirty, "A Team" began a final

ride into town while the rest of group formed a welcoming party with balloons, and streamers, much to the bewilderment of the local residents. At four fifty five, five minutes ahead of schedule, the "A Team" crossed the finish line. Stage A of the task had been successfully completed.

The cyclists were euphoric as they reached the final day of the ride. Samples of journal entries illustrated the happy feelings. "Feeling good today!" "My enthusiasm and excitement gave me that extra push!" "I feel really happy today that we've accomplished this feat." "I feel that we've known ourselves and others a lot better after today." "Today, I feel really great. I feel as if I could do another one hundred kilometres."

Yet, in spite of the joy of concluding the trip there was a sense of sadness that this wonderful experience had ended. One student said: "I wish this trip would go on forever. I feel so close to everyone and we got on so well together. I feel so good doing things to help other people."

6.3.11 Day Eleven

On day eleven, Thursday, the 6th, the cycling had finished, but the riders were not due to go home until the Friday. Plans were made to pass on the baton officially to the team of runners that were arriving that night. Meanwhile, the students tidied up and cleaned the bus for the next group. They wanted to leave the equipment in perfect condition so they worked hard; washing, scrubbing, and drying all through the Thursday.

There were the usual presentations that Thursday night. After dinner the Stage A students moved out of their accommodation to make room for the new Stage B team who were arriving. Thursday evening was one of general confusion, with the excitement that accompanied the arrival of Stage B. Accommodation was cramped for the "A Stage", and pupils and staff were tired. Thursday evening was a real test of tolerance and patience. At ten thirty p.m. that night there was an emotional event involving the official handing over of the baton.

At that time there was a feeling of depression, of a let down after a marvellous achievement which was described by this perceptive student's comment.

"The previous night, (Wednesday night) aroused the most intense and satisfying emotions I have ever felt. We should have been allowed to stay up a bit last night so the feeling would last longer. The feeling left after tea tonight, when we had to start unloading the 'B' Stage's gear, to make room for them, and moving out of our beds. We feel we're being pushed aside. We've done all the hard work and now they're getting the spot light. What should have happened was that the runners should have been waiting at the finish line to give us a bit more team togetherness between Stages 'A' and 'B'. We were depressed when they came because they felt like intruders on our small, very very united group which included even the year eights!"

To some extent, it was a feeling of jealousy, a sense that 'we've done it and we don't want other people taking it away from us.' The students were

counselled but further planning was needed for this transition period.

6.4 Conclusion, Stage A

For everyone involved, this Project represented an exciting achievement. The venture proved that the teachers and their pupils underestimate their abilities. The lesson to be learned was that students must be given experiences: formal ones, social ones, physical ones and academic ones. Every aspect of the curriculum must become a means for students to reach their potential. These students obviously agreed with the comment: "There's no better feeling ever experienced than doing a bit more than we thought we were capable of doing as a cohesive team in an atmosphere of community and mutual understanding."

CHAPTER SEVEN THE RUN

7.1 Reasons for Student Participation

The same caring attitude, a deep concern over helping others, was equally apparent in the reasons given by the runners for participating in the relay. The students' journal comments reflected this concern with their remarks. "I'm doing this project," one student said, "to help all those who do not have all that we have, and also to better my 'sharing' qualities."

Although these comments which emphasised satisfaction gained from assisting others were predominant some other reasons were apparent. For some students the run was a chance to learn more about themselves, to demonstrate their abilities, to meet and overcome challenges and to display those strengths which often they could not reveal in the classroom.

Students spoke of meeting challenges and doing worthwhile and meaningful deeds. "I'm doing it to prove to myself that I can do it." "I'm doing this project because I've always wanted to feel involved in something worthwhile. This is my chance to show that I can do something that I can look back on with pride. My time spent in school, although educational, was otherwise not fulfilling."

Connected with accepting the challenge was a desire to be physically fit. Some students indicated their enjoyment of running and reported that they hoped to continue jogging after the event to keep fit. Another simply said: "For fame, fitness and fun."

For others, the project was a chance to meet new friends, to get to know the staff better, to socialise and to have fun. "I wanted to become closer with teachers and kids, that I didn't know even existed at school."

Perhaps a final reason that students felt for participating was to represent their school and to show it in a good light. "I want to give the school a good name," one runner said. "I'm proud of my school," another commented.

7.2 Organisation

The run was organised so that the students in teams of two ran two kilometres at a time. One hundred and thirty kilometres were covered per day. The runners were split into two groups which occupied different buses. Each day the groups alternated between running and excursions. Normally students in the running group ran four or five times a day for about ten minutes a run.

The runners were accompanied by two Mazda vans, preceding and following the runners for safety. Each carried a driver, an observer, a two way radio and one carried the school nurse. Eight reserve runners were carried by the blue Mazda and the rest travelled in the runner's bus. Consequently

ten kilometres were covered before the large bus would change over the Mazda's runners. This meant one stop per hour with a half hour break for the large bus of runners.

7.3.1 Events: Day 1

Students assembled at the school at six forty five a.m., Thursday, September 6th, the second week of the school holidays, to commence a crowded, slow bus trip to Norseman. Nevertheless, the runners enjoyed themselves on the bus with tapes, dancing, singing, and anticipating their meeting with the cyclists. After a twelve hours drive the group of tired students reached Norseman late that evening. "I was happy but nervous," one student remarked. "I was really looking forward to seeing all my friends on the bike ride again."

The first night was chaotic, with over one hundred people crowded into a small recreational centre. Students were bunking down on the floors, in the gymn, the kitchen, and squash court. Gear was difficult to locate in buses, vans, trailers and in the building. No routines had been established.

It was a good first night for Stage B because they were given a vision of carrying the baton and completing the task despite the obstacles. The kids and the staff immediately recognised that the project was a challenge, a venture that people had sweated for. The cyclists told of the terrific adventures that they had enjoyed and their feeling that the runners would not let them down in this important task. The runners also saw the exhaustion of the cyclists, their sadness at leaving and their cohesion as a group.

7.3.2 Day Two

On Friday, the 7th September, in spite of the late night, group one of Stage B was packed and running at an early hour. It was not easy getting up as one student recorded. "The aspects that I didn't enjoy was waking up at six o'clock or earlier in the morning in the cold." Student feelings differed from satisfaction at getting going to these comments: "It was a pain... Terrible! Tired!" "It was great to finish, but I was tired, literally exhausted. It's a great feeling when you can see the blue Mazda stopping to wait for you while you're running." While group one ran, group two was involved in activities around Norseman including cricket, running, playing basketball and swimmming in a heated pool.

Small towns along the route were vital in reinforcing the students' pride and self-esteem. In Esperance, the students had the opportunity to see an isolated but friendly community that was familiar with the run through radio and television coverage. The runners were excited that all the towns people knew about and supported their task. The runners had a real sense of their importance and of Cyril Jackson Senior High School's identity.

There was an organisational problem that became obvious the second day in

Esperance. Some of the students were feeling that the two busload separation destroyed their group cohesion. This comment was typical. "I hate being separated into two groups and only seeing your mates in the other group in the early morning and at night. Pretty rough."

7.3.3 Day Three

On day three, Saturday, the 8th, in Esperance, the students were feeling exhausted from their workout. Group one continued the run. "For the first time", Peter wrote, "there was 'mutual admiration' between the runners and the cyclists. The running was completely different from the Stage A cycling, but was as enjoyable. It was interesting to watch the different running styles. The kids appeared to appreciate the use of the power amphifier and music which was played to them as they ran. The wild flowers at the lunch stop today were superb; masses of colourful spider orchids, donkey orchids, assorted lilies, hakea, and grevillae."

The hilly terrain was difficult for the students. "Sonia and I had a big hill," one student commented. "We classified this steep hill climbing as murderous." Comments on riding in the runner's bus were mixed. "It gets a bit boring in the bus sometimes, especially on long hard days of running. Unfortunately, it's too crowded and cramped to sleep." "The bus travel was sometimes boring but overall it was great."

Group two spent Saturday on excursions. Activities included collecting funds for Telethon from the shop keepers and towns people as well as cheering the runners in group one as they passed. The group went to visit the Esperance Farm School for a tour and travelled on to Cape Le Grand National Park where they undertook some hill climbing of Frenchman's Peak.

Some of fun experienced by these students and the informal interaction amongst the runners and teachers was illustrated by this journal entry. "I enjoyed watching everyone being 'electrified', especially when they held hands obediently as directed by Mr. Pratt and then the one nearest had his hand pushed onto the wire by the farm manager 'Smithy'. Everyone jumped in the air, screamed, shook themselves like puppies or doubled up in supposed agony. Then we all laughed hilariously because it didn't really hurt at all. It was just unexpected."

At Cape Le Grande one student wrote: "Glorious sunsets, clouds and storm-swept sky. We ran along the white beach barefooted and climbed the rocks together while looking at the blackened granite walls and the green-striped clear rock pools." For another, "climbing the hill was difficult but once you reached the top and were able to see the scenery, the beautiful view made up for the hard work."

The night was again spent in Esperance. A recreation centre was available for use by the students in their second evening with weights room, pool and basketball court.

7.3.4 Day Four

On Sunday, the 9th, group one enjoyed an excursion while group two ran. The excursion group watched a shearing demonstration, then tried their skill at shearing sheep. One student wrote: "I felt sorry for the sheep because it got so many cuts on its body."

Another student commented: "One of the highlights of the excursion today was when the bus got bogged. We were on a guided tour of the farm in the Ford bus. Underneath the farm paddock was an underground stream which made the ground like a waterbed. It took two tractors and some hours to pull the bus out. Meanwhile we enjoyed a barbecue."

Seeing teachers in a new light in a situation of a crisis, coping well and still being able to laugh, being outgoing and caring of individual students was the critical factor in developing relationships. Janet Ristic noted: "I saw a real change in the way the students began to perceive themselves and the teachers from the time that our plans began to go wrong. The kids really appreciated the humour shown by the teachers who didn't get angry and upset. The students themselves managed to make good fun of the problem, even being stuck for two and a half hours."

Group two, the runners also experienced challenges. Highlights included: "Running up the long steep hills from the river valleys and getting wet." "Not good! I've finished my run, the first of the day and I'm tired. Even though everybody had a headwind to run into I think that they felt that they had accomplished a great deal."

While one bus was bogged on the farm, the runners' Leyland bus had a mechanical breakdown and was left on the side of the road. About fifteen of the students remained with the bus because they could not squeeze into the vans and continue with the run. The runners in the van experienced a challenge of running further and more often than they would normally have done, sometimes up to sixteen kilometres per person.

"The report I've heard," Alan Hunt said, "was that the kids were tremendous. They wanted to keep on running. There were almost fights to see who would run nex A member of the media team suddenly discovered that he could run too. At no stage did the running stop and they finished that day exactly at the time planned." Student journal comments indicated their dedication. "Even if we fell, we'd push on harder." "I like it because I know that our cause is worthy and we're helping others." "When I run I feel really good. I say to myself that I'm running for victory."

Students stranded on the bus did not question their teacher, Mr. Hunt or become nuisances in any way. They allowed him to tackle the problem of the bus. They kept themselves happy writing a song which illustrated their dedication to the challenge, the good fun and the sense of unity of the group.

THE CJ SAGA - PROJECT '84 THEME SONG
(Music Offenbach's Grenadiers Song)

Verse 1.
On the shores of the Swan River,
In the town of Bassendean,
Is a school called Cyril Jackson,
Whose like you've never seen.

Chorus:
It's hooray for staff and parents,
And hooray for kids who care,
We're on the Run, in the rain
We're on the Run, in the sun,
So to Telethon be fair!
We're on the Run, in the rain
We're on the Run, in the sun
With disabled kids please share!
(Chorus after each of seventeen verses)

When the Royal Automobile Society (R.A.C.) mechanic looked under the bus in pouring rain the group learned that the bus could not be fixed because of a seized engine due to a broken crankshaft bearing. The students would have to sit on the side of the road and wait for the other bus. No one had any idea when the other bus would be along. Yet the students stayed cheerful.

The R.A.C. mechanic unexpectedly returned with a local school bus about five p.m. He was driving into Ravensthorpe and suddenly thought of "those poor kids stranded on the side of the road for hours. Why don't I do something about them." He sent his wife to hire video tapes while he borrowed a bus to load the fifteen students and to take them back to his own home.

The teachers discovered that the mechanic and his wife had returned from Sydney the night before and didn't have much food. The students were thrilled to contribute their food. The couple lit a fire and the children sat around it, eating, watching Mad Max II and relaxing until they were finally picked up.

The teachers eventually returned to haul the broken down bus back to Ravensthorpe around midnight. Preplanning had included provision of a tow bar and trailer hitches on the front of both buses. In the process a kangaroo was hit, damaging one of the vans. The teachers went to bed at two a.m. and were up again at six.

That night in a Ravensthorpe school everyone slept in an open area grade four classroom on and between desks. This situation from then on was advantageous in helping the social development process since those talkative runners, who kept others awake, were confronted by the other students. Groups were gradually becoming self-regulating and responsible.

7.3.5 Day Five

Preplanning of the trip had included checking the availability of bus hire along the route. Consequently a spare bus was quickly rented until a bus could be brought from Perth and the run continued on schedule. Group one was on the road on Monday, the 10th September, by seven a.m. as normal and undertook the running from Ravensthorpe to Jerramungup.

The night was spent in a classroom in Jerramungup District High School. "The students mixed well in the courtyard with the local kids," Russell Hogg reported. "The farm kids were really curious and asked: 'What's it like running around the State?' Our students shared their experiences, made some good friends, and have since exchanged letters." A quiz organised by Russell Hogg and Godfrey Blow was well received as the evening activity. "The event was symptomatic of the terrific staff attitude throughout the trip," Alan Hunt commented. "Everyone pulled their weight well beyond the call of duty."

7.3.6 Day Six

On Tuesday, the 11th, group one was given free time in Albany while group two, the runners, covered from Gardener to the Rural and Industries Bank in Albany. The highlight was the welcoming crowd in Albany and considerable media attention. "T.V. cameras filmed me with bright lights shining in my eyes. I knew I'd be on television: a heroic sensation!" "The recognition was great. There are also kids from other schools cheering us on. We're talking to people on the citizen's band radio from all around the country who are cheering us and wanting to help us. Thanks."

Lawrie Schlueter left Perth at midday and drove down with a replacement bus. Luckily, those of his year eleven students who were not on work experience were on the run. He was to prove to be a valuable asset in improving morale and organising activities. Further bus problems continued to place the staff under pressure, and to annoy the students.

Peter Panegyres and David Hoskins after nearly a month on the road were exhausted, and treated themselves to a day off. "By the end of the run I had travelled enough," Dave noted. "I wouldn't have volunteered again, although now that it's over my attitude is changing." The students too, some with influenza and colds, were feeling the strain. "I hate always stopping because the vehicles can't start or they break down," one student recorded.

Ten pin bowling was a popular evening activity. The night was spent in the Albany Senior High School's library between stacks of books and desks. Food for cooking was picked up along the route, having been ordered in advance. "The hired cook was essential," Cathy Reynolds asserted. "The Home Economics room was used for cooking and eating but we found it tiring, having to pack the cooking gear and having to leave the rooms spotless by eight a.m. We'd have preferred a cooking caravan. The food itself was good, with two roast dinners and barbecues."

7.3.7 Day Seven

On Wednesday, the 12th, both groups were given a day of excursions, barbecues, rollerskating and relaxation in Albany while the buses were serviced. Students enjoyed visiting such popular natural phenomena as the gap, the natural bridge and blow hole at Albany as well as eating a barbecue meal at Emu Point where they played with frisbees on the beach. The day was described as "mint fun," with only the washing to be done. Students carried collection tins around town and gathered donations for Telethon. The evening was spent roller skating, an activity which raised more blisters than the running.

The media students were occupied in filming activities for the production of a film. These students lacked the guidance of their teacher, Rod Evans who was ill, but nevertheless they obtained some valuable eight millimetre footage. "The event had great impact on these kids," Rod later reported. "They now get on better together and have developed friendships across year levels. They're also more relaxed and less inhibited to perform in front of the cameras."

7.3.8 Day Eight

On Thursday, the 13th, group one commented on their running from Albany to Walpole. "I felt very sore when running up the steep hills. I felt as though the hills didn't end when I was running up them." "I was amazed at smooth change overs handing the baton on between runners. We're acting cooperatively." "The most difficult parts of the running today were the hills and the head wind." Passing through small towns en route gave the runners a sense of recognition as shown by this comment. "I loved running through Denmark and being a hero."

Group two undertook an excursion to scenic William Bay, a visit highlighted for the city students by the sight of five wild kangaroos. "Had a tremendous time even though I didn't get out of the bus to have a look. Happy! It made my day light up." The students toured Ocean Beach in Denmark, viewed the magnificent Tinglewood trees in the Valley of the Giants and visited the trout hatchery. It was, the students commented, "a really nice time." They also visited the Denmark Agricultural School and obtained thirty dollars for the Telethon tin. Group one stayed for morning tea in a large dining room. "We had soup, toast and a piece of fruit. Thanks."

That night was spent in one big room at the Walpole Golf Club which did not become vacant until six p.m. This made for a late meal but "not a complaint did I hear," said one hungry teacher. Awards organised by Peter were given for effort, and humorous events. Harry Bennett, for instance, received an apron for his work in the kitchen. Student journals frequently noted entries such as "I loved getting Kit-Kat awards because I'm so brilliant!" By the end everyone had received at least one award. Birthdays were also celebrated. Following the awards, excursions or evening activities were run until ten thirty. The activities that evening included a presentation of amusing student skits, followed by pool, darts and tele-

vision. The exhausted students quickly went to sleep.

7.3.9 Day Nine

On Friday, the 14th, group one helped pack up and went on educational excursions to the fish hatchery and apple orchard while group two ran from Walpole to Manjimup. A runner wrote: "I hate it when it's raining and the wind blows against my face while I run. I hate having a cold and a headache when I've to run and when it's raining."

This was to be the second last full day of running for group two. Students could see the end in view as illustrated by this comment: "The difficult part will be going back to school after three weeks and packing up for the last time. Highlights will be the Finale with everybody and my memories of what we've achieved as a group." "I felt really bad, and it was hard to run. I was sad, because all the fun is getting close to a finish. I feel that everbody is being a little bit kinder because the end is drawing near and we won't be a group again."

That evening was climaxed by a school disco held to honour the runners by Manjimup High School. Funds raised by Manijimup High School were donated to the Project '84 collection for Telethon. Accommodation in Manjimup comprised of three classrooms and a Home Economics room for cooking.

7.3.10 Day Ten

On Saturday, the 15th, the runners in group one commenced from Manjimup at seven a.m. and reached Bunbury Civic Centre at five p.m. Group two visited an Apple Orchard (Fontys Pool), a Trout Farm, the Gloucester Tree, Bridgetown, and the Old Cheese Factory with crafts, pottery, and arts. At Fonty's Pool they were shown the Apple sorting sheds and drove the squirrel, a power driven three wheel machine controlled by the feet and used for pruning trees. The activities were well received by one student who wrote: "I felt that I had a really good time today."

The night was spent in Newton Moore High School. Evening activities included Earth Games involving total group participation and cooperation. A quick wind up presentation thanked the cooks. Students and staff recorded events that they enjoyed during the fortnight. New friendships were one source of pleasure.

"The thing I liked best about Project '84 was the way everybody got on together like one big happy family. I've met a lot of kids and talked to them and found them really nice although I haven't noticed them before. Everybody got on like brothers and sisters do. The feature of the run that I liked the most was the friends I made. I got to know my friends' attitudes and my friends got to know me too. The team spirit was tremendous, generated by the feeling that we were members of a family all pushing for the same worthwhile cause. All the kids and the teachers have joined up to form one big team of 'mint' people."

The staff also found that "this project has been a fantastic experience. The kids have been absolutely terrific in every way. I wouldn't have missed it for anything and I, too, wish that it didn't have to end!"

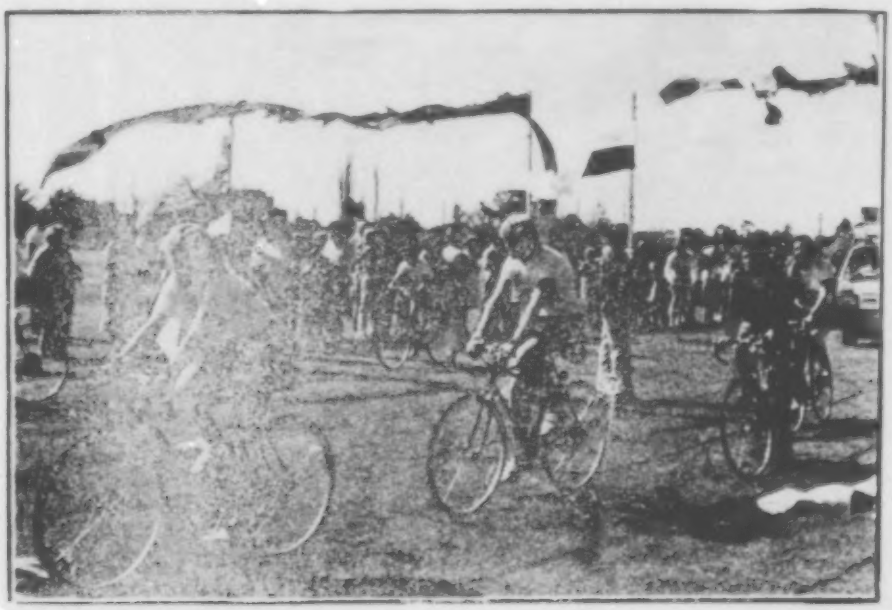
7.3.11 Day Eleven

On Sunday, the 16th, group one returned by bus to Perth. It was, a student wrote, "difficult leaving all our friends and going home after twelve days without seeing our parents. Everyone wanted to keep on going with the run but also they wanted to see their parents. (It almost made me cry)."

Group two ran from Bunbury to the Armadale R. & I. Bank on the outskirts of Perth. The exhaustion of the runners was clearly evident by this time. There had been no medical problems during the run, but three runners pulled out from running that day although they participated the following day in the finale. The three cyclists who had also undertaken the run were clearly suffering towards the end. A month was too long to stand up to the continuous pace.

Motivation of the runners was always excellent. Organiser Alan Hunt expressed his admiration: "At no time during the run did we have trouble with students. It was absolutely amazing, really! They all knew that they had to run to complete the distances. They did it without any argument. They would push themselves too far in many cases and would stop only from over exhaustion. Hills, wind, cold or rain made no difference. They maintained a reasonable pace. The rapport between students at the end was excellent, particularly between different year groups and age levels. This was a valuable benefit derived from this unique experience."

All the runners spent that night back at their homes in Perth.



THE GRAND FINALE

CHAPTER EIGHT THE GRAND FINALE

8.1 Welcome Back

Monday, the 16th September, 1984, day twelve, was the Grand Finale. This event was of crucial importance in recognizing the efforts of the cyclists and runners and in welcoming them back into the school. The event was also significant in motivating the remainder of the students to collect funds in support of Project '84 and Telethon.

Group one ran from Armadale from nine to ten thirty with the police's motorcycle escort. They were relieved by group two who reached Bassendean Oval near Cyril Jackson Senior High School at twelve fifteen. Both running groups with the cyclists left Bassendean Oval at one forty to travel together to reach the television cameras and Grand Finale at the school at two p.m. as one united triumphant group.

The entire school's population was gathered on the school oval for a spectacular welcome with banners, streamers, balloons and the television network. Television personality, Peter Dean, welcomed the participants resoundingly. "Here they come, the heroes. Let's give them a big hand. The last two hundred yards. All the way from Adelaide...." The cheering, whistling and clapping was loud even from the distance of three hundred metres.

At this point the school moved to the formal assembly area for the official welcome and speeches. Students were placed on both sides of the assembly area leaving the central seats as places of honour for the cyclists and runners who paraded to the stirring music from Chariots of Fire. The stage was occupied by numerous dignities. Addressing students, staff and distinguished guests, Mr. Harry Bennett spoke:

"This assembly is to welcome back and congratulate a group of students, teachers and parents who have been involved in a unique project. It probably had its beginnings in early 1982 when about eighty parents, students and teachers concluded that we should put more effort into improving students' self-esteem, self-concept, self-confidence and their ability to get on with one another.

After some weeks of discussion, teachers and students decided that we'd give it our best 'shot' even though the thought of transporting over one hundred persons to Sydney and feeding and accommodating them for over a month of continuous travel was enough to give you nightmares.

It's not my intention to go through the whole history of the project but, as we delved more deeply into the proposal, we found that the costs were prohibitive and that sponsorship was unavailable. For quite some time, it appeared that we'd be unable to stage anything though Channel Seven were prepared to support us as part of Telethon '84.

Let's make it quite clear that the event wouldn't have got off the ground without the most generous support of our sponsors. I'm sure you will join with me in publicly acknowledging our deep debt of gratitude to these firms." After naming them, Harry continued: "The support given to us by

all these companies is even more notable when we remember that times haven't been good for business and many organisations call on them for help. I sincerely hope that you, in turn, will support these firms in the future. I should also make a special mention of the support and encouragement given to us by the Director General of Education Dr. Vickery, Mr. Len Pavy of the Physical Education Branch and a number of other people in the Department.

What has been the result of all this activity? Well there can be no doubt that the whole project has re-vitalised the school and given it, I suppose, the finest hours of its twenty year history. I've been an employee of the Education Department for almost forty three years and have been involved in, and heard about, the activities of a lot of schools. I've never heard of any school tackling a project as big as this and actually carrying it through."

Mr. Bennett continued by reporting that virtually everyone in the school had been involved in one way or another. He thanked each of the organisers and "the terrific bunch of students and teachers sitting in front of us who took part in and have successfully completed the actual relay." He continued:

"Both stages had their setbacks and problems to overcome. The cyclists had to battle their way through a full southerly gale with rain and hail between Madura and Eucla, and developed a riding system reminiscent of the races at the Olympic Games.

When the Stage B party arrived at Norseman on Thursday, 6th September, to start their part of the relay some of us remarked on the quite special relationship which had developed between all the members of the A team. They had taken on a significant challenge and as a group had won through. When they finally realised late on Thursday night that their wonderful experience was just about over, some of them, boys and girls, wept a little as one sometimes does when something very precious seems to be lost.

It was very pleasing to observe that, within a couple of days of Stage B commencing, even though it was a much bigger group, the same feelings of being united in a common purpose began to develop as we had seen for Stage A.

What of the future? Well, first of all we must continue our efforts to raise money for Telethon. Secondly, I think we've opened the prospect of a new level of performance at Cyril Jackson Senior High School. We now have a group of ninety students who were actually in the relay and a lot more who have raised significant amounts of money who now know that 'we can do it' and I hope that they, the teachers and parents carry this cry forward into the years ahead. The theme of our relay was 'Kids Helping Kids.' We've done our best to live up to that, not only by raising money, but also by helping one another on the actual run. I'm sure that all of the people who have been truly involved have lived through an unforgettable experience.

For my part, I'm deeply grateful for having had the opportunity to be a part of such a wonderful experience. I'm sure that in the history of the Education Department no Principal has ever been more proud of his students and staff than I am. I can only say to all of you congratulations, well

done and welcome home.

On Tuesday, 28th August, the Premier of South Australia, Mr. John Bannon presented a baton containing a message to our Premier Mr. Burke. This baton has been carried by the cyclists and runners for the entire journey. Three of our students, Denise Abordi, David Lidbury and Carl Uren have travelled over the entire distance and I now ask them to come forward to present the baton to the Hon. Mr. John Harman representing the Premier."

8.2 Presentation of the Premier's Message

Enthusiastic clapping followed. The Hon. Mr. John Harman complimented the students on the daring nature of the relay, the long distances covered, their effective organisation and the amount of energy expended. He read the message from the Premier of South Australia to the Premier of Western Australia carried by the cyclists and runners from Adelaide. This short message scroll commended the school on the magnitude of their task. Students were praised for their concern and dedication. On behalf of the South Australian government greetings were extended to all West Australians.

8.3 Address by Lou Thompson

Addressing an appreciative and responsive audience, Lou Thompson, the next speaker, commenced his message.

"People of Cyril Jackson Senior High. You've met the challenge. The three thousand kilometre Cyril Jackson relay from Adelaide has run its full course up hill, down dale to Perth. This community of seven hundred students, teachers and parents together have made a task that three months ago seemed impossible, become possible. Cyril Jackson Senior High, you've done it. And, right now, you should feel proud of yourselves. Warm and good inside. In meeting this challenge of cycling and running three thousand kilometres for handicapped kids you've displayed courage.

Courage in the form of crashing a bike travelling at forty kilometres per hour and finding the resources to get back on your bike the next day to meet your commitment. Courage in the form of pounding up a hill though your feet were blistered and your calves felt like they were going to explode. You've displayed determination!

Determination in the form of the student who unsuccessfully knocked on eight doors before someone supported his request for sponsorship and who went on to raise fifty dollars! Determination in the form of the young ladies already exhausted from five days of hard running who kept to their targets, collapsing from exhaustion at the end of their run. Determination in the form of the students who, crying from the pain involved in pushing their cycles forward into fifty kilometre winds, up never ending hills, kept chanting to themselves 'I can do it, I can do it', and they did it.

However, it hasn't been all blood, sweat and tears. In carrying out this

project all involved will take away many pleasant memories of shared experiences and adventures. There's been lighter moments and times when we've laughed together. Something else has happened. You've seen your teachers in a different light. Some who don't run have run. They have given up holidays, been away from their own families, and taken extra classes.

So does it all end here? No way! Never again will you face a challenge and say 'I can't do it!' In your continued endeavours to raise money. In your forthcoming exams. In the forthcoming athletics tournament. When you're seeking employment. The spirit of Project '84 will come to the surface and you'll meet these challenges in the same way. Why? Well, I'll simply ask you two questions: Where do you come from? What will you show the people out there?" The response was resounding and the atmosphere electric.

"If I might conclude on a personal note. I wanted to find a way of expressing to the students, the staff and the parents of Cyril Jackson how the rest of the community felt about them. I think Joe Cocker does that for us." Music from the song: 'You Are So Beautiful,' played from a HiFi system, was enthusiastically greeted by the audience.

8.4 The Meal

Following the assembly, a large meal was held for the dignitaries, parents, staff and participants in the school's staff room. The entire centre of the room was occupied by tables heaped with plates of delicious food. A massive one by two metre cake, with a welcoming greeting, covered one entire table.

The students' views on the Grand Finale were enthusiastic. "The welcome was as good as anyone could ever have. I was quite overwhelmed. It gave me a real buzz, although I was embarrassed. The assembly was short and sweet. The lavishness of the party after the assembly was a tremendous tribute although we couldn't eat much, because we were tired from running. We felt that we were really special with the police, sirens, flashing lights and all our friends waiting and welcoming us. Lots of my friends wished they had gone. They have realised now what they've missed."

Janet Ristic added: "Preparation for the finale had been equally enjoyable for Reggie Moran and her students. A little group of year nines had put up balloons, banners and streamers and did much of the preparation. It was good for them because they felt that they too had made a contribution."

8.5 Effects of the Publicity

The euphoria built by Project '84 and the Grand Finale was apparent in a number of ways. A school ball held shortly following the event obtained a record turnout of ex-students and students from years ten to twelve. The night was a tremendous success for its organisers, the Students Council.

The twentieth anniversary show run by the school received a turnout of the

entire student body and a large number of parents and ex-students. The favourable publicity which the school had received in the newspapers and on television contributed to this record attendance and the success of the evening.

8.6 Recognition of Fund Raising

The final aspect of Project '84 was an assembly to present fund raising awards to the students and classes who had raised the largest amounts of money. The figures were impressive. Jean Byfield, who handled all the accounting, reported that the school had raised thirty four thousand dollars of which fifteen thousand dollars were available after costs for a donation to Telethon. This worked out to twenty one dollars per student or nearly twice what the Jesus People had ever been able to collect from any other school.

8.7 Telethon

The donation to Telethon occurred at midday on Sunday, October 28th, when Harry Bennett, Peter Panegyres and a large group of students presented a cheque for well over fifteen thousand dollars to Channel Seven Television. In a five minute televised interview, Peter described the student initiatives and Harry expressed his pleasure at being associated with such a magnificent staff and students. The sponsors were thanked again, in turn, and the cheque was passed over. The event was heart warming for all concerned.

The following morning the West Australian newspaper reported that Telethon had raised a record amount for charity, two million two hundred and forty three thousand dollars. Cyril Jackson Senior High School was listed prominently amongst the major contributors.

8.8 Social Development Through Small Groups

An indication of the manner in which this project was used as an 'umbrella' to stimulate associated self-concept activities was apparent in the experience of Deputy Principal, Janet Ristic with a group of year nines. These students had not participated in the cycle or run.

Early in the year, a group of twelve girls began to meet on a weekly basis, sometimes with Lou Thompson, and sometimes with Janet. From the very beginning, the concept of Project '84, understanding one's own and others needs and, in particular, those of the disabled had caught their interest. These girls had regularly experienced victimisation in their own lives but their only solution was to fight back viciously. As the months progressed, it seemed that the constant meanness continued despite the solidarity of the group. The girls lived from day to day on a see-saw of emotional upheavals either at school or at home.

In term three, the group had decided to meet after school for some structured skills training. Lou challenged the girls to organise an activity which they didn't believe possible. Instead of a physical challenge, he chose a complex organisational catering task. He challenged the girls to put on a New Zealand Maori Hungi Feast for the one hundred and twenty staff, students and the sponsors of Project '84. The weeks following their agreement to take on this task alternated between a sense of excitement to disbelief. Frequently towards the end of discussions about who was going to do what, someone would say "we're never going to do this!" or "what have you got us doing this for? We're the dummies". Then someone else would say "Don't say that, we've got to do it!" "We can do it, of course we can!!"

Listening to the feelings of depression, to anger or to frustration sometimes almost entirely consumed a session. But gradually the girls became aware that the date they had chosen was drawing near. With the help of a manila folder each and paper, they allocated and organised all the tasks. No one task looked too difficult so, heartened, they began gradually to get events underway. Everything was left to the girls, the invitations, the music and the menu within a hungi's requirements. For ordering and quantities they negotiated with the Home Economics teachers. Almost every girl enlisted their parents' help in some way, either to provide food or drinks at cut prices.

Gradually, it became noticeable that the girls were gaining in confidence as music and activities were organised. With Lou as a New Zealand hungi expert, little could go wrong. Probably the unusual nature of the exercise lent an extra air of excitement but the girls worked enthusiastically and hard. The event went smoothly with everyone impressed by the girls' achievement.

At the following meeting, it seemed that the girls had grown inches taller. Their eyes were shining. They held their heads high. They spoke of their initial fears, their feelings of embarrassment and their delight when the students among whom they usually felt themselves to be outsiders, had invited them to play volley-ball and had thanked them publicly.

The real success of the "project," however, became obvious when one of the girls reminded Lou that he had asked them to think about what they had got out of the group. Each one, in turn, shyly expressed a discovery. "I can now stand up for myself, whereas before I thought that I was no good and always gave in". "I've learned to control my moods". "I've learned to trust others. Through discovering I can trust people in this group, I'm gaining confidence with people outside". "I've learned to express my feelings instead of hiding them".

8.9 Staff Reactions

Following the Grand Finale, a staff association meeting held one week later illustrated that the euphoria for the teachers had dissipated. There was certainly a sense of flatness at the meeting. The staff recognized that in spite of all that they had done, professionally they would not obtain much recognition.

The staff felt that the project was worthwhile from the point of view of what they learned about themselves, about the students and about the experience of the event itself. Perhaps they wondered why they had given up their two weeks vacation. Why had they expended so much energy and time on an unrecognised project. Now they were facing the third term's stresses without a break and perhaps with less carefully prepared programmes. The teachers were tired. Ideally the school should have allowed a few days rest, at least a few days off for everybody who went on the relay and gave up their vacation.

8.10 A Model for Social Development

The following observations were made by Janet Ristic. Teachers need and want the opportunity to feel that they have the right to relax and be themselves with their students. They cannot relax in the classroom. They feel that they have to be teaching content, getting through syllabi, and getting the children to pass written examinations. In many ways the trip represented an opportunity for staff development in life skills exercised in a real life situation. The trip gave staff confidence in their own skills. They showed how much they cared for the students by making time to sit down and talk with them whenever they had a few minutes.

Being a Priority School, a percentage of children who came on the run were in situations of extreme trauma. During the first night there was a lass in floods of tears hiding outside in the dark. She did not know what to do because she did not have anywhere to go having been turned out by her mother's boyfriend a couple of days before. She did not know where she was going to sleep when she got back from the trip.

The staff made arrangements for her to stay with a friend who knew her mother for the first couple of nights on her return. She was assured that the social worker would also help her immediately when she got back. In fact that happened. In a couple of days it was all sorted out. She was back on a contract situation with her mother.

The staff helped her through that crisis and helped her to relate to another older student and to support the younger ones. She rose above her problems and made a great contribution towards helping the younger members of the trip; both boys and girls. She was like a mother to them.

There was another person who had been a little unsettled on the first couple of days and a teacher found an opportunity to have a chat with her. The night before she had left, her mother and father had split up unexpectedly. Apparently they had been happily married, and she did not realise that a break was imminent. She did not know where her father was and was worried about him. She spent time writing a long letter to her mother which she sent off. She was happier from that time on.

These and many similar incidents were handled by teachers in a caring way. Through provision of challenges and through informal interaction of staff and students social development occurred more easily.

CHAPTER NINE OUTCOMES

9.1 School Profile

The effects of Project '84 on the cyclists and runners have been well documented. But what was the general effect of Project '84 on the entire school body? Did the Project improve the students' attitudes generally towards their schooling, their teachers and their subjects? Was the self-esteem of the overall school body raised? Did the project achieve its goals?

On the first day of school in February, 1984, the students completed a student information sheet and an attitudinal or self-concept inventory as part of their registration process. These inventories had been designed by the Research Branch of the West Australian Education Department. Both measures have been heavily used in Perth's schools. These surveys were repeated with the same students in November.

Analyses of the results from these surveys in February revealed results characteristic of many disadvantaged schools.

9.2 Interpretation of Self-Concept Information (See Appendix One)

The data collected in early February, 1984, indicated, from a random sample of three hundred students, that the students' perceptions of their 'selves' were somewhat insecure. Many of the doubts expressed about themselves such as "things are all mixed up in my life," were typical of the confusion associated with adolescence. However, of particular concern, was the students' expressions of dissatisfaction with the 'self', as shown by their support for such statements as: "I wish I were younger," or their disagreement with statements like: "I am glad I am me".

The key source of concern indicated in the data was the 'negativism' related to the students' perceptions of the 'significant others' in their lives. Peers and parents were viewed with apprehension by the students and it would appear that students' relationships were tentative and short term.

9.3 Interpretation of Information on Attitudes (See Appendix Two)

Again, in February, 1984, from a random sample of three hundred students who completed the attitudinal inventory, it became apparent that the students' attitudes towards their school 'in general' were quite neutral. The data did not suggest that 'school' was perceived as a 'threatening' institution by the students who even seemed tolerant of the school rules.

The data clearly pointed to an area of concern related to students' attitudes towards the curriculum. An overall negative attitude was expressed toward the core subject areas of the curriculum; maths, written expression, and social studies. The students' responses did give an indication

of the source of their negativism towards the core subjects. They had expressed a relatively positive attitude to all "hands on" subject areas; physical education, manual arts and playing maths games.

It is suggested that this trend was partly explained by the fact that many of the students attending Cyril Jackson Senior High School were failure oriented in terms of their performance in the core subject areas. They had set themselves limited aspirations and goals in this area of learning and proceeded to perform accordingly. The more positive attitudes that students had towards 'hands on' subjects, as exemplified by house activities and school camps, suggested that they preferred 'concrete learning activities' which had short term objectives and which provided immediate, tangible feedback on students' successes.

The pronounced negative response to "speaking in front of the classes" supported the overall trend of insecure students' relationships with their peers reflected in the self-concept survey. It would seem that for many students, performing in front of 'significant others' in this manner, was perceived as a threat to their self-concepts.

The overall trend to emerge from both the self-concept and the attitudinal surveys was that many of the unrealistic expectations and misconceptions related to the 'self' that students demonstrated were related to the tentative relationships that they had with the current 'significant others' in their lives. Overcoming this problem needs to be given a high priority in all curricular and extra curricular areas with the emphasis being placed on fostering positive communication within the school.

9.4 Post Test Results

In early November, 1984, all students within the school again completed the identical self-concept or attitudinal inventory which they had completed in February. Each student's result was again analysed using the original Rasch model. The change in results in a random sample of eighty six students who had completed the attitudinal inventories is shown in Appendix Three. The change in results for the random sample of one hundred and fifty students who completed the self-concept survey is shown in Appendix Four.

9.4.1 Attitudinal Inventory Changes (See Appendix Three)

Of the random selection of eighty six students, slightly less than ten percent of the students scored lower in their overall attitudinal rating in November than in February. Sixty percent of the students obtained a substantially higher score in November, indicating an overall improvement in their attitudes towards school in the nine months since February. The remaining students' scores remained much the same indicating no overall changes in their attitudes. Of the nine students sampled who participated in the cycle or the run, all but one demonstrated substantial improvement in their attitudinal scores.

From these results it was evident that the majority of students in Cyril Jackson Senior High School left the school in 1984 with better attitudes towards many aspects of schooling than they possessed when they arrived in February.

9.4.2 Change in Students' Self-Concept (See Appendix Four)

Of the one hundred and fifty students randomly selected for the post tests in November, less than ten percent showed a decline in overall self-concept. These were generally students who already possessed very low self-concept and who did not choose to participate in the relay. The remainder of the students demonstrated a substantial and remarkable improvement in their ratings since February. These increases included some very large increases for the relay participants representing a great improvement in their self-concepts.

To what extent may these improved attitudes and self-concepts be attributed to Project '84? Perhaps a partial answer to this question may be obtained by focussing specifically on the Project's goals and some changes in specific students' behaviours related to these goals in the two months since the relay and the donation to Telethon. The school's student information sheet completed in February, 1984, surveyed initial students' views towards the goals of Project '84.

9.5 Students' Views on Goals

Well over half of the student body saw the planned run from Sydney to Perth as an important or very important event for the 1984 school year. Four fifths of the students saw caring more about the needs of others as an important or very important goal. Nearly nine tenths believed that learning how to get along better with other people was an important or very important goal. Nine tenths of students felt that feeling confident of achieving a difficult task was an important or very important goal. Finally, slightly more than four fifths felt that helping those less lucky than yourself was an important or very important goal.

These results based on a survey of six hundred students conducted in early February, 1984, indicated firm support by the students for the Project '84 goals. In November, two months after Project '84, students were asked whether they would like to be involved in another Project like Project '84. Nine tenths of the students indicated an affirmative response. Four fifths of student body indicated that they had felt that they had learned from their experience with Project '84, and supported this feeling with comments indicating changes in the students' behaviours congruent with many of the Project's goals.

9.5.1 The Critical Incident Technique

In his book Measuring Human Performance (1962, pp. 11, 12) Dr. John Flana-

gan explained the critical incident technique as a systematic way of collecting observations of student behaviour which clearly illustrated the fulfillment of certain educational goals. A critical incident indicated something that a student had done or not done which was a clear example of attainment or lack of attainment of a specific goal. It represented an unbiased objective description of the facts of a specific situation, often in terms of observed specific behaviour of a student. If the student's behaviour was part of the every day expected classroom standard, then it was not a critical incident.

9.5.2 Data Collection

Each student was given a questionnaire with the five goals of Project '84. Students were asked to recall any specific student's behaviours which they had observed which indicated the fulfillment or lack of fulfillment of the specific goals in the month following the relay.

9.5.3 Improvement in Student Relationships

Specifically, students were asked to describe incidents between October and November, 1984, which indicated whether or not students were 'getting on better' with each other. Incidents were categorised into areas and duplicated incidents have been removed.

a. Relations with Teachers

"I have noticed that certain students have been getting on better with their teachers in class since returning from the project. They smile and approach teachers freely. I have seen certain students getting on together very well now when before the project they always used to fight."

b. Mixing of Different Year Levels

"The senior school students are now mixing with the year eights. Those students who went on the run all tackled the same challenge and succeeded regardless of their age, year, or intellectual ability."

"Yes, during a physical education dance some of the year eight students were having trouble doing a dance step so some of the year ten students helped us to do it. In house periods, forms play in teams rather than as individuals. The more athletic students really encourage the less athletic students, everyone mixes and we are happy together."

"Since Project '84 a group of year eight, nine, ten, and eleven students are always seen together a lunch time. They go to the movies and roller skating together and there are less fights. Before the marathon kids in different year groups didn't mix together. The year tens and elevens are now playing ball games with the year eights. Boys and girls hug each other and have better attitudes towards each other. I have learned that kids can be nice to other kids if they really want to."

"At lunchtime and recess all the years which attended Project '84 usually hang around together, and now disregard what year they're in. Whereas before Project '84 these students didn't even know each other and wouldn't be caught 'dead' hanging around with someone who was in a different year."

c: Confidence with Peers

"Before Project '84 some students wouldn't participate in achieving English activities. For instance, during English some students would speak in front of the class while others would sit at the back and make nuisances of themselves. Now everyone in the class participates quite willingly."

d: Consideration of Others

"A special group of year nine girls invited all Project '84 participants to a hungi and undertook its organisation for them."

"I've noticed that both year eight and year nine students have shown signs of awareness of the problems of new students coming during the course of the year. Year eight and nine students are now going out of their way to help new students by taking them to the guidance officer or social worker when they're experiencing problems."

"Within my class there's often a rush for seats. Students in third term are now prepared to consider others first. I noticed that they now ask 'Where do you want to sit, Tom? Ok, I'll sit over here' instead of a brawl over a seat. Kids now automatically hand out books or collect them for their group. They now care and think of others first."

"A kid was sitting down by himself with nothing to do and no friends. Then a group of boys came up to him and asked him to play cricket with them."

"A couple of year eleven students lent a sum of money to a year eight student to buy lunch. The year eleven students trusted the year eight person to pay them back."

"I saw a student help another student to the nurse after an injury."

"I found in the classroom that when I have difficulty doing something that my friends are now willing to help me understand a problem."

e. New Friends

"In K block you see many students socialising together without fighting like they used to."

"Students seemed to interact more readily. Especially students who had participated in the project have become friends. These friendships have been sustained.""

"After finishing Project '84 a group of us have stayed really close and spend our time with each other. We've learned more about each other from Project '84 and now we share many of our activities together. The only problem is that we are all in different years and this causes a barrier."

9.6 Awareness of Handicapped Children

Students' awareness of disabled people was an outcome of the programme but has had little follow up as compared with the other aims of the programme.

a. Voluntary Work

"A number of students have decided to do voluntary work with the disabled during vacations and weekends. Certainly there are more than I had noted before. The students are very ready to volunteer to assist and are confident that they can do things."

"Some students are seeking part-time jobs at old peoples' homes."

"Students have devoted their own spare time including Thursday nights and Saturday mornings, to collect money at shopping centres for handicapped kids."

"I went door knocking and raised a hundred dollars towards the cause and realised the importance of fund raising. Getting together with others to raise money was a good social experience and I enjoyed myself thoroughly. There should be another fund raising event next year."

"Students are willing to participate in our community service programme without an expectation of reward. Early in the year students demanded rewards such as going roller skating, but not in third term."

b. Improved Attitudes Towards the Disabled

"I learned that it does not make any difference whether people are handicapped. It's as easy to be friendly with them as with ordinary kids."

"I've learned that children less fortunate than us need to be treated as normal people."

"I've learned that people who have a disability are much the same as other people."

c. Helping the Disabled

"When the autistic children visited Cyril Jackson Senior High School all the students were willing to give up their free time and to show them around the school."

"When a disabled person in a wheelchair was in the school I saw some students go up and ask him whether he needed assistance."

9.7 Students' Awareness of Themselves

Project '84 was aimed at increasing students' awareness of themselves. Students were asked to recall incidents over October and November, 1984

which indicated a growth or a lack of growth of the students' awareness of themselves. These incidents were mentioned.

a. Growth in Self-Confidence

"Students now have the courage to get up in front of the school and to talk at the assemblies."

"One incident which indicates that students can do it was Aaron Laurie singing a song spontaneously on the open day assembly when the cassette tape wasn't available for the dance and the audience was waiting."

"People collected money from people in shopping centres and by door knocking which takes a bit of courage. People had to talk to other people that they had never met before. I was surprised that I could talk to other people so easily and to ask them to assist in Telethon. When we were door knocking, a lady slammed her door in our face but this didn't stop us from doing three hours of door knocking. I learned that giving makes you feel great."

"I learned that things that often seemed impossible for me can in fact be done. During English classes students will try to get up in front of the class to perform plays. Some students came in from another class and encouraged us and now we aren't shy at all. The students are now showing self-confidence."

b. Sense of Achievement

"We raised triple the amount of any other school in Perth and we completed the task which we set out to do. I learned from Project '84 that we can do anything if we try hard enough. I learned that if we put our minds together that everyone could become a part of a great team."

c. Self-Esteem

"Before my friend went on Project '84 he used to be very quiet, withdrawn and shy. Now he is not shy anymore and is more talkative."

"One example of a student becoming more aware of herself was this. A girl who had no self-esteem participated in the fashion parade, not with a partner, but on her own. I thought this took great courage as even the most confident would not want that challenge."

9.8 Growth of School Pride

Students were asked to recall recent incidents following the cycle and run which had happened around the school and which illustrated that students were, or were not, taking pride in their school.

a. Pride in School Name

"Project '84 has united the students and shown that Cyril Jackson Senior High School is important. Students shouldn't be ashamed that they're from

Cyril Jackson now they know that they can meet challenges. There was real delight shown by a girl who went for a job interview for part time work. The employer indicated awareness of Cyril Jackson Senior High School, asked about Project '84 and said how impressed she was by the school. Project '84 has united all the students and got the school to be more widely known in Western Australia."

"Most students were proud to tell people outside the school about their project. The runners and cyclists possess the most pride. We learned that when the going gets tough, Cyril Jackson's students keep going."

"I know one student who didn't care whether or not other people knocked Cyril Jackson Senior High School but now he sticks up for his school."

b. Care of the School

"Some students have been making up posters and putting them around the school without being asked to keep the school clean. Students are now being more careful not to drop rubbish on the ground. I feel there's a general sense of happiness around the school. Everyone pitched in at the school social and helped to clean up in order to leave the people who rented out the hall with a good impression of Cyril Jackson Senior High School's students. The project was great and I wished it had never ended."

"One of the students was walking past Cyril Jackson Senior High School on the weekend and found a group of kids vandalising the premises. He went and called the police. I think that before the run many school kids would not have bothered."

"At the start of the year I saw some of the older students vandalising lockers. I've not seen that sort of behaviour recently. Students are showing more pride in the school by not walking on the grass and in the library where they tidy up books and put them on the shelves."

"I have seen students cleaning out the bus without being asked by their teachers. I heard of a student who was going to raise money to buy some paint to paint the girls' toilet."

"Students have only recently shown a real and genuine desire to finish the school focal centre realizing that they'll not get to use it but to be able to leave knowing that future groups will."

c. Pride in Appearance

"Students have been showing pride in the school by making the effort now to wear school uniforms when visitors are expected. I've learned from Project '84 that we can get along happily with each other and can do things that we didn't know we could do. I hope there's another project like Project '84 soon. It was fun and for a worthy cause."

"Project '84 was the biggest and best project I've ever been involved in. I never thought I'd go so far away from my family. When I saw the Cyril Jackson Senior High School's students on television at Telethon I felt proud because all the students had worked together to help handicapped children."

CHAPTER TEN CONCLUSION

10.1 A Window Into the School

Those students who participated on the cycle and the run participated in a challenging event. Physically, the effects on their stamina and their body development were beneficial. These physical changes were well documented by the Physical Education Department. Senior Master, Peter Panegyres reported: "Using pre and post tests which monitored students' weight, resting heart rate, blood pressure, flexibility and a variety of other measures, we found that the results represented a real improvement in the physical fitness of the participants. Cyclists and runners initially lost weight but, by the conclusion of the event, they were increasing their weight as they replaced their body fat with muscles. Their muscular flexibility improved considerably as did their achievement times and their distances covered. Students, although they suffered from fatigue and minor muscle problems, were able to meet their relay targets reasonably comfortably."

Socially, the students were crowded and were living together in close proximity for nearly two weeks. A reading of the students' journals illustrated the growth in peer and in peer and staff relations. By the end of each event, the students and staff clearly were 'one big happy family' who assumed responsibility and could resolve their differences peacefully.

Growth in the students' pride in themselves and in their school was equally apparent in the fund raising activities. Students were genuinely pleased to say that they were from Cyril Jackson Senior High School. Most of the public contacted by the students had heard of Project '84, were unstinting in their praise of the students' efforts and donated cash for Telethon freely. This public recognition bolstered students' self-confidence in themselves, their cause and their school. Students were proud that they were meeting a substantial physical challenge and were raising funds to help other people.

The effects on the participants of the cycle and the run were enduring. These students showed a greater confidence in themselves, a willingness to volunteer, to participate in school activities and to approach and be friendly with their friends and the staff.

What of the students who did not participate in the relay cycle and run? These students collected and contributed to Telethon and for disabled children over twenty dollars per head. This was nearly twice that given by any other school in the State. For a disadvantaged neighbourhood with a high ratio of unemployed and one parent families, this contribution was truly commendable.

The Grand Finale involved everyone. The entire school shared the approval of numerous newspaper articles and considerable radio and television commentary. The entire school watched the televised presentation of a cheque for over fifteen thousand dollars donated to Telethon by the students of Cyril Jackson Senior High School.

The school's educational process was dynamic in the public's and parents' minds. Students were accomplishing unselfish deeds of a magnitude sufficient for public recognition from the government, the Education Department and the press. This recognition benefitted all the students of Cyril Jackson Senior High School. The massive turn out of all the school's students and parents at the school's twentieth anniversary celebration in October was a reflection of the community's and students' pride in themselves and in their school.

Project '84 was proof of the hypothesis that self-concept may be enhanced by focussing on key strengths in the student population and by capitalising on these strengths during regular classes. Project '84 demonstrated that the strengths of the student body, when given wide spread public recognition, improved self-esteem of the entire school's population. In this electronic age, with children who had grown up watching an average of six hours or more of television daily, such recognition must include television coverage.

When students saw themselves on the television news as heroes, recognized by the State's politicians, the effects were enormous. Students learned from the television that they really were achieving a great deed. They really were helping others and making a significant contribution to society. This recognition affected the entire school population by bolstering their self-concept enormously.

10.2 Recommendations

How could Project '84 be improved? On November 23rd, 1984, a meeting was held with the organisers of Project '84 to review the organisation, outcomes and possible improvements for a similar project in the future.

a. Sponsorship

The best way to obtain sponsorship was to assign responsibility to one person to contact possible sponsors. The difficulty faced by the school was that most sponsors formulated their budgets early in the year for the next twelve months. Consequently, possible sponsors must be approached eighteen months before the actual date of the social development project. One large sponsor was a more effective way of obtaining financial support than numerous small sponsors.

The organisers believed that the use of an organisation to undertake fund raising within the school had been successful. The Jesus People had done a good job and use of such an organisation for a future project was recommended.

b. Fund Raising:

A valuable feature of the project was the involvement of all the students in the school's fund raising. Not only did this fund raising give the chance for every student to gain self-esteem by contributing to the project but also this involvement reduced the degree of elitism that was associated with the relay's participants. More recognition should be given to the

student body for their contributions to reduce the gap in prestige between the cycle and run participants and the remainder of the student body.

c. Publicity:

The publicity for the social development programme should be improved. There was a need for a staff member or an outsider to be assigned the responsibility for organising the publicity with newspapers, radio and television along the route.

d. Training:

Ten weeks was an ideal length of time for training. Extended training beyond this period could lead to a decline in enthusiasm amongst the students. The entire training programme had taken place out of school time and had not interfered with the regular school activities. This was felt to be a valuable feature. Satisfaction was expressed in the beneficial effects derived from the early morning breakfasts enjoyed by the students.

e. Project Workload:

The work load presented by Project '84 was considerable. Broader involvement of all the staff in the school could be obtained by giving the teachers increased support, recognition and promotional opportunities for their contributions. Timetabling the school to permit a social development project should involve a reduction in the teaching loads for the organisers of the project.

f. The Cycle/Running Event:

Stage A, the cycling, may have been slightly more successful than Stage B, the running, in promoting social development. The recreational days of Stage B reduced some of the intensity and impact of social development programme since students slipped back into old habits. However, because of running strain, the students could not run every day. A future social development event should focus on cycling on a daily basis without excursions.

One advantage of the running event was the involvement of a large number of students. A future event focussed totally on cycling should involve a larger group of students by running the event in stages. Perhaps seven days per stage would be an adequate length of time to achieve the social development aims for each group and up to thirty students could be involved in each seven day stage. About thirty percent of the school was an ideal number of students to be involved in a social development programme.

The idea of a cycle from Sydney to Perth was discussed enthusiastically. Options included involving schools along the route in the cycle relay and in a programme for self-esteem development. Each school could undertake responsibility for fund raising along its part of the route.

g. The Curriculum:

The work of the curriculum committee undoubtedly was critical in promoting a greater awareness amongst the school's population of the needs of the

handicapped. However, the staff simply did not have the time to organise a follow up with autistic children and other disabled people in the school following Project '84.

The co-ordinator of the curriculum committee required a half to one day a week free from teaching duties to organise visits by speakers from the societies for the handicapped. Some improvements could include, for instance, visits of handicapped people spread over a series of months with a greater number of speakers integrated into the school to demonstrate a wider variety of handicaps. The framework of speakers and events should be organised a year in advance and timetabled into the school's calendar by the beginning of the year. The entire school should be involved in an alternative day based on promoting the school's theme. Much of the preparation for a social development project should occur during the year preceding the event.

h. Student Involvement:

In developing a curriculum programme, the students should be involved in the planning process and in the implementation. There are many jobs which could be undertaken by students provided training is given. For instance, students could telephone to organise visitors or could undertake the clerical tasks such as writing letters to organise a curriculum programme. A special interest group or enterprise secretariat of students could be given the necessary training to undertake these activities as part of a social development challenge.

i. Community Involvement:

Community involvement should be promoted in the social development programme. Those parents who had been heavily involved in Project '84 were those with a deep personal commitment. Two were parents of partially disabled sons.

Many parents lacked the skills required for direct involvement in the project. Community members should not be brought into a large social development project without adequate preparation. Rather, parents should be encouraged to volunteer for smaller jobs around the school until they became confident. These parents could be provided with the required skills and could be involved gradually in decision making and interaction with the students.

10.3 What Next?

Project '84 continued an active social development programme which had commenced in 1982. To continue to promote self-concept, follow up programmes will be needed. The administration, teachers, parents and students at Cyril Jackson Senior High School will be discussing programmes to maintain the students' self-esteem in 1985 and 1986.

A special unit for intellectually handicapped students was established at Cyril Jackson Senior High School in 1985. This unit is presenting the school with the challenge of integrating these students. The students'

responses to having the unit and to having these students integrated into their classes were favourable to the delight of the unit's teachers.

The school has obtained permission to use the name America's Cup and is investigating the possibility of completing a Sydney to Perth Cycling Relay via Canberra, Melbourne and Adelaide to mark the commencement of the elimination heats of the America's Cup event in 1986. The event may be sponsored by the West Australian Institute for the Blind whose headquarter is located near the school. Blind cyclists would be included on the cycling team.

This project would continue to focus on meeting challenges and appreciating the needs of others. During 1985 and 1986, students may be involved with a number of activities associated with blind people such as learning braille, contributing to the talking library, visiting the blind institute's workshop, hosting blind students and studying stimulating curriculum themes associated with sight such as the nature of vision, music and the blind, and so on.

Provided that the project is accepted by the school, Cyril Jackson's students and the community would also be involved in the organisation of the event, communications, fund raising, the cycle relay and the Grand Finale. School staff would not, however, be involved in the search for sponsors as in 1984.

Schools along the cycling route would be invited to canvas for sponsorship and to host a concert. In return, these schools would be offered a related social development package, an opportunity to participate in a section of the relay, access to the concert and a percentage of the funds raised by their school.

A concert group would accompany the relay and perform at all major locations. Public sponsorship across Australia would be invited through radio and television publicity. Blind Institutes along the route would also canvas their traditional supporters. One major sponsor would meet major expenses with smaller items to be provided by the minor sponsors.

Provision of nearly eighteen months of planning time will permit a greater degree of curriculum integration, and the promotion of the community's and the student body's involvement in the programme. Under the umbrella of the larger project, smaller groups of teachers and students would be involved in formulating challenges, and committing themselves to planning and implementing smaller projects to achieve their goals.

It is not necessary for every teacher or student to be involved in the one big project as many smaller projects may operate simultaneously. But it is necessary to have consensus on the unifying school-wide theme and philosophy, such as 'Kids Helping Kids', developed strongly across the school. This theme must extend across subject areas and across curriculum activities, with some coordination to permit the diffusion and fertilisation of ideas. There must be an acceptance of the implications of this philosophy, that, at times, a "loosening" of the timetable and the school structure is justifiable and is essential to allow a 'flow' of staff and students engaged in informal activities. This process allows the staff to become "people," rather than "teachers."

For instance, in 1985, four enterprises; clerical, printing, a health studio and a catering unit have been established at the Year Ten level. Enrolled students manage these businesses, with teachers as consultants, as small profit making businesses for five hours a week of school time and weekend or evening activities depending on the demand. For instance, the printing of this book was a challenge, undertaken by students enrolled in the printing enterprise using Sunday afternoons with meals provided by the Catering Unit. The challenges facing these students are the challenges facing all businesses, to maximize profits through providing quality merchandise or service at reasonable costs.

Some year ten girls are enrolled in a 'Challenge Course' in which the self-concept model provides processes by which the students set, develop and implement their own programme to meet a challenge that they had set.

With the commencement of the implementation phase, a full year would be available to promote the project's theme and related 'umbrella' projects before the culminating Sydney-Perth cycle. The skills developed by the staff in Project '84 will enable many of the challenges faced by the organisers in 1986 to be solved. The school's theme and resultant programme will help to prevent a tragic waste of those who have failed to perceive their real potential socially or academically by promoting positive attitudes, confidence and initiative. These are the qualities sought by employers in the youngsters that they hire. Youth with futures are anticipated consequences of 'Kids Helping Kids.'

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APPENDICES 1 & 2

The data from the Self-Concept Inventory is summarised in Appendix 1 whilst data from the Attitude Inventory is summarised in Appendix 2. The data has been summarised according to the Rasch model, a technique which is reported to have a high degree of statistical strength. (Wright, 1977, p. 100) The model compares the statistical difficulty of agreeing with an item with the ability parameter of the respondent and determines the probability of the respondent succeeding on the item. Responses were processed from a sample of three hundred students from years eight to twelve. For each Appendix, a positive score, from zero to two, indicates the degree of agreement with the item statements whilst a negative score, from zero to minus two, indicates the degree of disagreement with the item statement.

ANALYSES OF SCORES

+	2	=	Strongly agree
	Ø	=	No opinion one way or the other
-	2	=	Strongly disagree

APPENDIX 1 SELf-CONCEPT RESULTS IN FEBRUARY, 1984

1. PERCEPTIONS OF SELF		2.	I am pretty happy	Ø
		3.	I wish I were younger	+2.Ø
		4.	I am easy to like	-1.75
		7.	I often wish I were someone else	+.5
		8.	I can make up my mind easily	Ø
		10.	I am a lot of fun to be with	-1.5
		13.	I think I look as nice as other students	Ø
		16.	I would rather play with students who are not as old as I am	+2.Ø
		19.	Things are all mixed up in my life	+ .75
		20.	I am glad I am me.	-2.Ø
2. SELF And OTHERS	A. Peers			
		22.	I often get picked on by other kids	+1.5
		18.	I am shy when I am asked to speak in front of the class	- .75
	B. Parents			
		5.	My parents and I have a lot of fun together	-1.2
		11.	I get upset easily at home	+ .75
		17.	No one pays much attention to me at home	+1.5

C. Teachers

	1. I enjoy being at school	Ø
	9. It takes me a long while to get to know a new teacher	+1.Ø
	15. I get upset easily when my teachers growl at me	+1.Ø
	24. My teacher makes me feel that I am not a very good student	+1.5

APPENDIX 2 ATTITUDINAL SCORES IN FEBRUARY, 1984

SCHOOL IN GENERAL	1.	School is a lot of fun	-.5
	7.	I find most lessons interesting	+.5
	13.	I am glad I come to this school	+.5
	19.	We have good rules at our school	-.5
	25.	In our school there are lots of interesting things to do at lunchtime	+ 1.5
CURRICULUM	3.	I enjoy reading in U.S.S.R	-.5
	4.	I like social studies	-.25
	6.	Physical Education is fun	+.75
	9.	I like the maths we do in this school	-.5
	10.	I enjoy writing stories	-.75
	11.	I like the lessons where we do things with my hands	+1.Ø
	23.	I like drama	-.5
SCHOOL/CLASS ORGANISATION	5.	I like working in groups	+1.
	15.	I like speaking in front of the class	-2.
	18.	I enjoy House Activities	+1.
EXTRA: CURRICULAR ACTIVITIES	22.	I enjoy school camps	+1.5
	24.	Our school helps know how to find employment	+ .25
TEACHERS	8.	My teacher helps me to learn	+.5
	14.	My teacher likes me	-.5
	20.	I get on well with my teacher	+.2

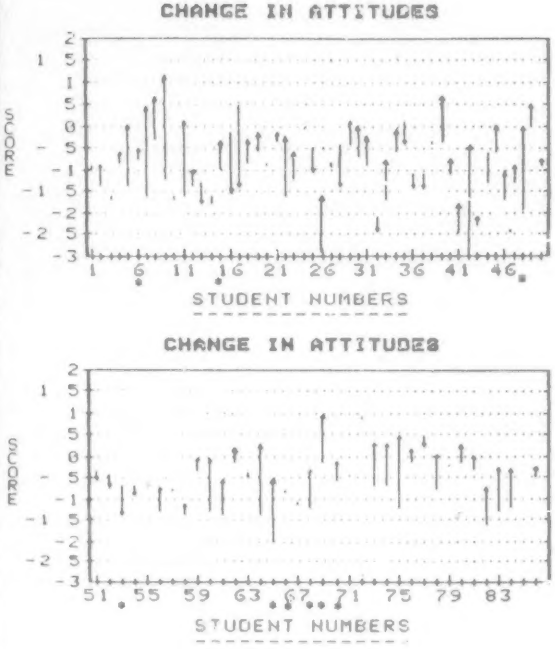
APPENDICES 3 & 4: CHANGES IN SELF-CONCEPT AND ATTITUDINAL SCORES BETWEEN FEBRUARY AND NOVEMBER, 1984

Individual student's numbers are shown on the horizontal X-Axis. Movement of arrows upwards on the Y Axis indicate an improvement in the overall attitudinal or self-concept scores between February and November, 1984. Movement of arrows downwards on the Y Axis illustrates deterioration in the overall scores. The length of the arrows graphically represents the size of the change. Dots indicate nearly two identical scores in the February and November pre and post inventories. The arrowheads show the November score while the arrow ends give the original February score. Asterisks next to student numbers on the X-Axis represent those students who had participated in the cycle or run.

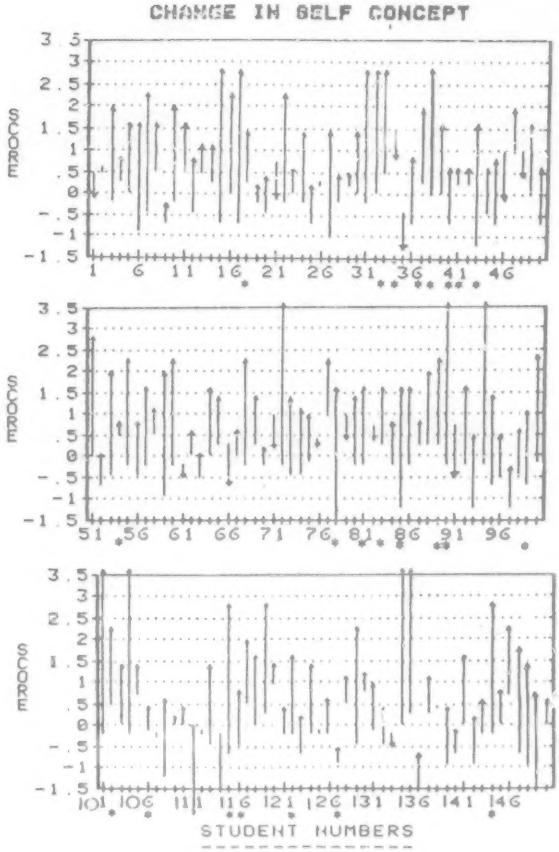
ANALYSES OF SCORES

+	2	=	Strongly agree
	Ø	=	No opinion one way or the other
-	2	=	Strongly disagree

APPENDIX 3



APPENDIX 4



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AN APPROACH TO DEVELOPING A WHOLE

SCHOOL SELF-CONCEPT PROGRAMME

INTRODUCTION:

Research studies have indicated that successful learning is closely correlated with high self-concept. Schools which succeed in raising the self-concept of their students, also succeed in raising academic performance. Here is one way that schools have addressed the issue in an attempt to raise the self-concept of students on a whole school basis.

Stage 1 : Determine Needs

Activity:

- A general needs assessment of staff, students and the community may lead to a consensus on self-concept as an area of focus.

Organisation:

- A committee to conduct a needs assessment.
- Analyse and present results back to the participants.

Stage 2 : Data Gathering

Activity:

- This activity seeks to validate the perception of a need.
- Administer self-concept and attitudinal inventories to a sample of students.
- Analyse and present results to Senior Staff in the form of a graph.
- Ask the Staff for their interpretations and conclusions.

Organisation:

- Establish a committee.
- Obtain inventories from Research Branch.
- Your P.E.P. or P.S.P. School Development people can help.

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Stage 3 : Goal Setting

Activity:

- As a consequence of the analysis set realistic and achievable goals.

  Eg. (i) To increase the self-concept of 30% of the students with perceived low self-concept by 10% by December.

  (ii) To increase the positive attitudes towards the school by 20% by December.

Organisation:

- A small committee could present a report to Senior Staff for discussion.
- Disseminate goals to the entire staff.

Stage 4 : Setting the Theme

Activity:

- One theme is selected that engages the attention of the students, staff and community members.

Organisation:

- A committee may organise a conference for setting a theme or may propose a theme.
- Present information on themes used by other schools eg. Kids Helping Kids.
  We can do it.

Stage 5 : Initiating a Programme

Activity:

- Develop specific objectives for the theme and state practical activities.
- Consider self-concept theory.
- Ways to improve student/teacher relationships.
- Self-concept programmes in other schools.

Organisation:

- Conference or workshop.

USE:

- guest speakers
- videos
- reading materials
- small group discussion

Stage 6 : Organisation

Activity:

Consider these questions:-

1. What activities could teachers integrate into their subject programmes to support the theme?

eg.
- guest speakers
- films
- topics
- excursions

2. What 'whole school' activity will be organised as a focal point for the programme?
   - Who would co-ordinate it?
   - Who would be involved?
   - What will be the management structure and process?
   - What resources are available? Costs?
   - When would the activity occur?
   - What timeline is envisaged?

3. How can the community be involved to support our programme?

Organisation:

Planned by small group discussions of:

- The whole staff
- House Masters
- Faculties
- Students
- Parents
- Elect a co-ordinator and management committee.
- Sub-committees with leaders may be elected if necessary.
- A theme newsletter providing on-going reports is useful.
- Media coverage should be arranged?

Stage 7 : Monitoring

Activity:

- Regular meetings of committees with reports to co-ordinator.
- Regular reports by the co-ordinator to the staff and the administration.

Organisation:

- Record minutes and decisions.
- Reports may be given at monthly staff meetings or during tea breaks on progress and activities.

Stage 8 : Evaluation

Upon conclusion of the culminating event:

- re-administer self-concept/attitudinal inventories.
- interview a random sample of a group that you thought had benefitted the most from the programme.
- analyse and present results back to the staff in the form of graphs/case descriptions.

FURTHER INFORMATION

Pugh, D and Thompson, L Kids Helping Kids is a case study of a whole school self-concept project. The book is available from the authors on 09-384-9040.